



ESSEX STREET ACADEMY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: ESSEX STREET ACADEMY
ADDRESS: 350 GRAND STREET
TELEPHONE: 212-475-4773
FAX: 212-674-2058

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310200011294 **SCHOOL NAME:** Essex Street Academy

SCHOOL ADDRESS: 350 GRAND STREET, MANHATTAN, NY, 10002

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

SCHOOL CONTACT PERSON: Erin Carstensen **EMAIL ADDRESS:** ECarstensen@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Amy Basile

PRINCIPAL: Erin Carstensen

UFT CHAPTER LEADER: Denise Petrillo

PARENTS' ASSOCIATION PRESIDENT: Nedra Murell

STUDENT REPRESENTATIVE:
(Required for high schools) Beatriz Montilla, Daphne Morales

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** CFN - 102

NETWORK LEADER: JOSEPH CASSIDY/ALISON SHEEHAN

SUPERINTENDENT: Elaine Gorman

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 member 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/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Erin Carstensen	Principal	
Amy Basile	Admin/CSA	Electronic Signature Approved.
Denise Petrillo	UFT Chapter Leader	
Nedra Murrell	PA/PTA President or Designated Co-President	
Milagros Fonseca	Title I Parent Representative	
Ian MacDonald	DC 37 Representative	
Beatriz Montilla	Student Representative	

* 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 since 1969. 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." Pre-populated SDAS data is updated twice yearly. 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:		2	DBN #:		02M294	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			82.1	79.7	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0						
				Student Stability - % of Enrollment:						
<i>(As of June 30)</i>		2007-08	2008-09	2009-10						
Grade 2		0	0	0			97.9	97.46	TBD	
Grade 3		0	0	0						
Grade 4		0	0	0						
Grade 5		0	0	0						
				Poverty Rate - % of Enrollment:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10						
Grade 6		0	0	0			74.6	62.8	73.2	
Grade 7		0	0	0						
Grade 8		0	0	0						
Grade 9		86	102	84						
				Students in Temporary Housing - Total Number:						
<i>(As of June 30)</i>		2007-08	2008-09	2009-10						
Grade 10		93	96	119			0	5	TBD	
Grade 11		69	87	84						
Grade 12		95	68	78						
Ungraded		0	0	0						
				Recent Immigrants - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10						
Total		343	353	365			2	2	1	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		8	2	3	Principal Suspensions		3	3	TBD	
# in Collaborative Team Teaching (CTT) Classes		8	29	39	Superintendent Suspensions		2	0	TBD	
Number all others		35	31	28						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10						
CTE Program Participants		N/A	0	0						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	23	24	23	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	3	8	Number of Teachers	25	26	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	5	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	6	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	24	34.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	12	15.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	68	88	TBD
American Indian or Alaska Native	0.6	0.6	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	78.8	83.9	TBD
Black or African American	25.7	30.6	29.6				
Hispanic or Latino	57.1	55.2	56.7				
Asian or Native Hawaiian/Other Pacific Isl.	6.1	5.1	4.7				
White	10.5	8.2	7.7				
Multi-racial							
Male	52.2	51.8	51.8				
Female	47.8	48.2	48.2				
2009-10 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):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:			
Science:				Graduation Rate:		Y	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students				√		√	
Ethnicity							
American Indian or Alaska Native						-	
Black or African American				-		-	
Hispanic or Latino				√			
Asian or Native Hawaiian/Other Pacific Islander				-		-	
White				-		-	
Multiracial							
Students with Disabilities				-		-	
Limited English Proficient				-		-	
Economically Disadvantaged				√			
Student groups making AYP in each subject				3		1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	95.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your 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 seventh year of existence. Our mission over the first four 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 89% of the third 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 third 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 are currently "In Good Standing" for No Child Left Behind/State Education Department accountability. 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. That said, the teaching staff has voiced the desire to further enhance curriculum with a more differentiated approach. As a result, the inquiry team has designed professional development around differentiating content, product, and process and is actively working with the staff to implement relevant instructional models in the classrooms.

Our school graduated 75.3% 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 (which was below 80% last year). Our Attendance Team, which consists of 8 staff members, have been systematically addressing all students and families of students whose attendance falls below 90% as well as counseling students with more chronic attendance issues.

Based on informal interviews, and self reporting, it came to our attention that some of the students, who graduated three 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. For the past two years, 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 gave students and their parents checklists for starting college. The college counselors and the senior advisors checked in with the students during the summer months to make sure they were filling out appropriate forms (e.g. housing, courses, etc.). 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> To establish <input type="checkbox"/> a successful college acceptance rate in comparison with schools in our cohort for the graduating seniors at Essex Street Academy. By June 2011, over 70% of graduating seniors (non-LTA students in grade twelve as of September 8, 2010) will attend college in the fall. <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Students in their third year at Essex Street Academy continue to progress toward 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 2011), over 70% of students in their third year of attendance at Essex Street Academy will earn 10 credits or more.	<input type="checkbox"/>
<input type="checkbox"/> 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 2011, at least 82% of the entire student population is present (excluding LTA's), on the average, for the academic year.	<input type="checkbox"/>

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 2010-11 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, PLA, 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 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</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 2011, over 70% of graduating seniors (non-LTA students in grade twelve as of September 8, 2010) will attend college in the fall. □</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>□ Two full-time staff members are dedicated to the college process. They provide "College Bound" introduction classes for the 10th graders and "College Bound" classes for the 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 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 is available four days a week with college advisors. The counselors will provide post-graduation support (navigating schedules, transportation, financial aid, and accommodations) and advise them on transfers. The post-graduation support provided by the counselors will encourage seniors to follow-through with their acceptances. Of the seniors who graduated in 2010, 89% were accepted to college, but only 66% attended classes in the fall.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</p>	<p>□ Two full time college counselors are given each 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. Additional OTPS funds are set aside for college trip-related housing and busing, both day trips and overnight trips.</p>

<i>action plan.</i>	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> During the year, the college counselors will monitor the actual progress graduating seniors are making towards completing their college applications and financial aid applications. They will track this progress with an internal spreadsheet and compare the results with the class of 2010. Ultimately, the percentage of seniors who are admitted to college will be determined in August 2011 when most summer programs end and fall semesters begin.

Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Students in their third year at Essex Street Academy continue to progress toward 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 2011), over 70% of students in their third year of attendance at Essex Street Academy will earn 10 credits or more.
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>	<input type="checkbox"/> Using interim assessment projects, student needs will be periodically identified throughout the semester. Students in their third year of ESA are responsible for completing at least two Performance-Based Assessment Tasks (PBATs) in order to continue progress towards graduation. PBAT performance will ultimately drive credit accumulation. The Portfolio Review Committee meets regularly to identify students needing extra help and will intervene by steering these students 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 complete PBATs in order to make up credits they did not achieve during the school year. In the 2009-2010 academic year, 68.6% of students in their third year earned 10 credits or more. <input type="checkbox"/>

	<input type="checkbox"/>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> 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. Additional OTPS funds are used for the <i>Salesforce</i> service.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> 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 by the Portfolio Review Committee to monitor student progress towards successful completion of courses. PBAT completion 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 2010-2011 academic year are assessed.

Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <input type="checkbox"/> 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 2011, at least 82% of the entire student population is present (excluding LTAs), on the average, for the academic year.
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<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>□ Past attendance performance, as evidenced in the school Progress Report (79%, including LTAs, for the 2009-2010 academic year), has heightened the importance of improving attendance for the 2010-2011 academic year. Advisors will work to develop relationships with families and will call home in the event of an absence. A school staff member will make an additional call home if a student misses 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 our CFN. Students who have historically missed classes due to chronic attendance issues will be given support classes to help them with their regular course work. In addition, two students from our CFN's Student Voice Collaborative will have the opportunity to put their school improvement project into action in support of improving attendance.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></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. Additional OTPS funds are used for the <i>Salesforce</i> service.</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>□ 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 2010-2011 academic year using attendance data from ATS.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	13	17	14	10				
10	8	3	22	17			9	
11	1	8	7	7			14	
12	6	15	9	4			13	

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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:	<input type="checkbox"/> Students in every subject are served in three ways: <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:	<input type="checkbox"/> Students in every subject are served in three ways: <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:	<input type="checkbox"/> Students in every subject are served in three ways: <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:	<input type="checkbox"/> Students in every subject are served in three ways: <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

	<p>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.</p> <p>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.</p>
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Not Applicable as we do not have a guidance counselor on staff.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> There are two school based support psychologists shared by the five schools in our building who is available to assess students as needed.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> 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.
At-risk Health-related Services:	<input type="checkbox"/> Not Applicable as we do not have students with at-risk health-related needs.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

9, 10, 11, 12

Number of Students to be Served:

LEP 19

Non-LEP N/A

Number of Teachers 5

Other Staff (Specify) Agustina Cordes-Moulton, Community Associate

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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, while none of our 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 five times a week; and a third class meets during the extended day, three 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.

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 only able to offer ESL instruction but 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.

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)	0	9 th	0	0
Intermediate (360)	2	9 th	1	1

minutes/wk)	5	10 th	1	1
	3	11 th	0	1
	2	12 th	0	1
Advanced (180 minutes/ wk)	1	9 th	0	1
	1	10 th	1	1
	1	11 th	0	1
	4	12 th	0	1

The literacy support classes meet for five 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.

We have composed a team of six members to execute our Language Allocation Policy (LAP) for September of 2010. The team members include Principal-Erin Carstensen, 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 four designated ESL teachers are Denise Petrillo, John Shafer, Monique Velazquez, and Caitlin Thomas.

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.

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 students' 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.

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.

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 since 1969. 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 psychologists 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 once a month 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.

Section III. Title III Budget

School: **02M294**
 BEDS Code: **310200011294**

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	<input type="checkbox"/> 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.
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$5,095.75	<input type="checkbox"/> Annual budget for classroom materials (literacy support class materials = \$914.32, literature books = \$4,181.43) totals \$5,095.75
Educational Software (Object Code 199)	\$3,507.00	<input type="checkbox"/> Budgeted amount to augment literacy program
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

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 an 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 2010-11:	\$223,962	\$98,560	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,240		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$11,198	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$22,792	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
76%

6. If the percentage of high quality teachers during 2009-2010 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.

Qualification requirements are reviewed with staff members, who are given the opportunity to extend their existing certification through CLEP exams or other routes. In addition, staff have the opportunity to take free courses at NYU through a partnership we enjoy with the University.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

□

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. Back to School 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.

□

Essex Street Academy School-Parent Compact

Essex Street Academy is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Essex Street Academy staff and the parents of students participating in activities and programs funded by Title I agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership 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.

School Responsibilities:

using academic learning time efficiently;
respecting cultural, racial and ethnic differences;
implementing a curriculum aligned to New York Performance Consortium Standards, in accordance to State Standards;
offering high quality instruction in all content areas; and
providing instruction by highly qualified teachers.

Support home-school relationships and improve communication by:

conducting parent-advisors conferences twice each semester;
arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand; and
providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information.

Provide parents reasonable access to staff by:

Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
notifying parents of the procedures to arrange an appointment with their child's teacher or advisor; and
planning activities for parents during the school year (e.g., Back to School Night, Art Expo, Talent Show, Spring Play Performance).

Provide general support to parents by:

creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
assisting parents in understanding promotion/graduation requirements and assessments
sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
supporting parental involvement activities as requested by parents; and
ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy.

Parent/Guardian Responsibilities:

monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
check and assist my child in completing homework tasks, when necessary;
promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
encourage my child to follow school rules and regulations and discuss this Compact with my child; and
participate, as appropriate, in the decisions relating to my child's education. I will also:
communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
respond to surveys, feedback forms and notices when requested;
take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups; and
share responsibility for the improved academic achievement of my child.

Student Responsibilities :

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

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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. Schoolwide 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.

o 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 12-15 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.

- o 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 five 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.

- o 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, 100% of the staff at ESA is highly qualified, with 74% of our core classes taught by the appropriate subject area teacher. 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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning

outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$223,962	True	
Title I, Part A (ARRA)	Federal	Yes			\$98,560	True	
Title II	Federal			N/A			
Title III	Federal			N/A			
Title IV	Federal			N/A			
IDEA	Federal	Yes			\$60,907	True	
Tax Levy	Local	Yes			\$2,170,973	True	

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 7: 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:

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.)
2 (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 four full-time social workers are able to provide these students with their full attention.

Part B:

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 your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_02M294_110110-171030.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 102	District 02	School Number 294	School Name Essex Street Academy
Principal Erin Carstensen		Assistant Principal Amy Basile	
Coach Denise Petrillo		Coach Caitlin Thomas	
Teacher/Subject Area John Shafer (English)		Guidance Counselor Erika Ward	
Teacher/Subject Area Monique Velazquez(special ed.)		Parent	
Teacher/Subject Area Nick Tapino(Foreign Language)		Parent Coordinator	
Related Service Provider		Other	
Network Leader Joseph Cassidy/Allison Sheehan		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	336	Total Number of ELLs	19	ELLs as Share of Total Student Population (%)	5.65%
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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 possibly be 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).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
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](#)].)
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.
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.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. When registering students new to the NYC public school system, parents fill out the Home Language Identification Survey (HLIS) which includes an informal oral interview in English and, when appropriate, in the native language (if other than English). The ELL Coordinator conducts the initial screening and administers the HLIS. When necessary, the translation services of in-house staff members fluent in the home language have been utilized. In other instances, the coordinator contacts the NYC DOE's Over the Phone Translation Services to facilitate this process.

If the responses indicate that a student may be an ELL, the coordinator administers the LAB-R, a test used to determine initial entitlement. The LAB-R is administered within the first ten days of school or within the first ten days of enrollment in the NYC public school system, the ELL Coordinator and the Parent Coordinator set up a meeting for those parents whose children have scored below proficiency on the LAB-R. 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. It is explained to the parents that our school is only able to offer ESL instruction but can make arrangements for students whose parents request a different instructional environment. 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.

2-3. A critical component of Children First reforms is program placement of ELLs. During the fall and spring orientations, Parents are instructed about the different programs offered by the Department of Education. A letter is sent home and a phone call made to ensure that parents are aware of this meeting and to inform them that while program placement is determined by both parents' choice together with program availability, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. At the meeting, the three program choices are explained: Dual Language, Free- Standing English as a Second Language, and Transitional Bilingual Education. Parents watch a DVD on these choices presented in their home language and fill out a Parent Survey and Program Selection form at the conclusion of the presentation. These forms are collected by the ELL Coordinator and kept on file in the main office. For low- incidence languages, interpreters are used. Parents with students who have already been enrolled in ELL education complete a Continued Entitlement Form.

4. At the beginning of the school year, the coordinator also checks the RLAT report on ATS. This report identifies the students in the school who are ELLs based on their LAB-R and New York State English as a Second Language Achievement Test (NYSESLAT) scores. Entitlement, Continued Entitlement, Non- Entitlement and Non Entitlement/ Transitional letters are sent to the parents in English and in the home language. In addition, the coordinator reviews the RYOS report on ATS. This report lists X coded students: Students whose disabilities are served per their IEPs and who must take the NYSESLAT as per the No Child Left Behind Act.

The NYSESLAT, administered each spring, measures proficiency levels in reading, writing, speaking and listening. The speaking section is administered individually. The other sections are administered in the following order: listening, reading and then writing. The ELL Coordinator schedules the students to be tested by grade during the two week test administration period and ensures that the proper accommodations are in place. During the summer, the results of the NYESLAT are posted on ATS and students are classified

as Beginner, Intermediate or Advanced level. This level determines the number of weekly hours of instruction to which ELLs are entitled.

Essex Street Academy is a small school serving a diverse population of students in grades 9-12, including ELLs. The school follows the Children's First initiative using a balanced approach to education that builds educational excellence. 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 during our extended school, three 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. Students identified as needing ESL services receive support through a Free- Standing English as a Second Language Program, which has been the unilateral program of choice designated on the Program Selection forms. Students receive the required number of units of instruction (based on CR Part 154) as determined by LAB-R and NYSELSAT scores and teacher input. This ensures that students get the services and support they need to achieve academic success. The goals of the ESL program are to provide academic instruction using language- learning strategies, support students' instructional comprehension with native language, incorporate ELL strategic instruction in curriculum areas to deepen comprehension, and help students meet or exceed standards. To achieve these goals, a ELL Coordinator works both with students and collaboratively with ELA and bilingual teachers to ensure that students receive the best instruction possible.

6. In the event that the program model offered at our school does not align with parent requests, parents will be informed that they have the legal right to transfer their children to schools offering the programs of their choice (provided that there is available space at that school).

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)										0	0	0	0	0

Freestanding ESL														
Self-Contained										0	0	0	0	0
Push-In										3	6	5	5	19
Total	0	3	6	5	5	19								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	8
SIFE	3	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	13

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	2	2	0	4	1	2	13	0	7	19
Total	2	2	0	4	1	2	13	0	7	19

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	5	5	5	17
Chinese										1	1			2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	0	3	6	5	5	19								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
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.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. The organizational models followed at Essex Street Academy are a combination of push-ins and pull-outs from both General and CTT classes. The classes are comprised of students of mixed proficiency levels. To ensure that the mandated number of instructional minutes is provided according to proficiency levels, the ESL teacher meets with the team to develop a schedule that accommodates the mandated minutes. Per CR Part 154, Beginning ESL students receive 540 minutes of ESL instruction per week; Intermediate students receive 360 minutes of ESL instruction per week; and Advanced students receive 180 minutes of ESL instruction per week.

2. In order to best serve our ESL students while maintaining appropriate relevancy to the content areas, the ESL teacher meets with the team and the department coordinators to develop a comprehensive curriculum which both addresses the content being covered in class as well as adapts and modifies content when necessary. As Essex Street Academy provides a free-standing ESL program to its ESL population, the majority of instruction is delivered in English.

3. Essex Street Academy uses a hands-on workshop model in ELA that provides students with the opportunity to explore literacy in both reading and writing across content areas. Through the use of targeted mini-lessons and conferring, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the Standards of becoming independent, self-directed learners. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small-group targeted instruction to support their learning. In addition, ELL students use multi-media tools to enhance their understanding of vocabulary, reading and writing. Technology aids such as Smart Boards, Google Docs, word processors, Power Point presentations and videos contribute to building strong literacy skills.

4. Differentiated instruction is acknowledged amongst ELL subgroups. To ensure learner success, each student is assessed by the ELL

Coordinator and team teachers, and his or her needs are identified. Teachers work in small groups with these students to provide the necessary instruction for meaningful, autonomous learning. Our staff is trained in using differentiation strategies and tools to support students at the various levels. 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.

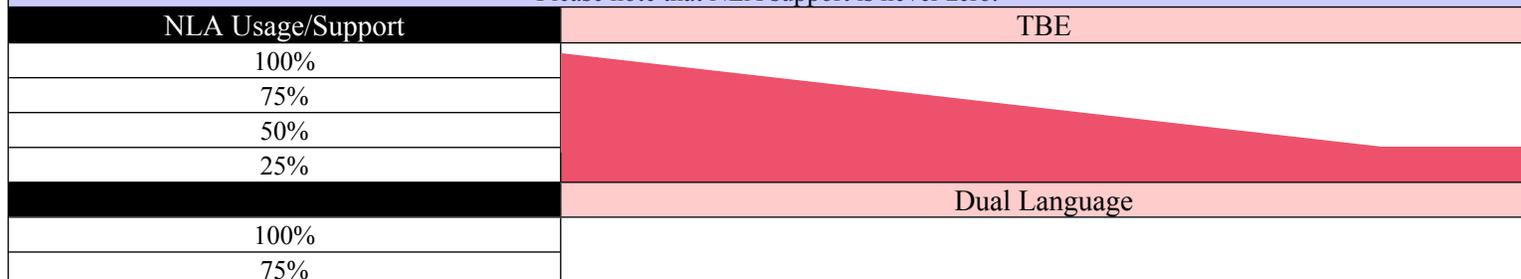
- We also use effective methods and instructional strategies that are based on scientifically-based research that targets all ELL subgroups:
- a. Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities are given to SIFE.
 - b. 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, who new to the country, run by ESA staff.
 - c. Students who are receiving 4-6 years of ELL service have small class sizes during the year, and even smaller class sizes during the summer, and the extended school day allows teachers to give students personalized attention and help students make the connection to school and learning that helps them to achieve success.
 - d. Teachers design curriculum at ESA to prepare students who have completed 6 or more years of ELL service 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.
 - e. The ESL and Special needs teachers meet to plan lessons and identify specific strategies to be used to support the development of the skills needed for students with special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. 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 revive 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.

6. 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 revive 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. 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. Additionally, Educational software will be considered for the upcoming school year.

8. No programs will be discontinued.

9. ELL students are offered equal access to all school programs. They also receive ESL services from a licensed ESL teacher and are targeted for small group instruction that supports their learning.

10. Technology and multi-media is used in various modalities to enhance teaching. A school-wide online supportive website is used to help students understand and keep track of their assignments. An online language program, is used to build understanding of language. Schools' assessments help ELL students understand their strengths and assist students in meeting challenges. Formal and informal assessments are used to identify ELL students' needs and in consultation with the ESL teacher, classroom teachers confer with ESL students about these needs to support growth. Academic intervention services, such as Wilson, Rewards and Just Words, are offered and students are programmed for small group instruction to support their learning.

11. As ESA provides a free-standing ESL program to its ESL population, the majority of instruction is delivered in English. Additionally, 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.

12. All required services support and resources correspond to ELLs' ages and grade levels.

13. Students entering the ELL program are given the Home Language 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 and Dual Language, 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 only able to offer ESL instruction but 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.

14. 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

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1-3 . 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.

E. Parental Involvement

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

1-4. 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.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	0	0	0	0
Intermediate(I)										2	3	3		8
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	2	3	3	0	8

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										0	3	4	6
	A										1	1	1	0
	P										2	0	0	0
READING/ WRITING	B										0	0	0	0
	I										2	4	2	2
	A										1	0	3	3
	P										0	0	0	1

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	13	0	4	0
Math <u>Int ALg</u>	0			
Math <u>Geometry</u>	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	0			
Physics	0			
Global History and Geography	0			
US History and Government	0			
Foreign Language	0			
Other				
Other				
NYSAA ELA	0			
NYSAA Mathematics	0			

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Social Studies	0			
NYSAA Science	0			

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1-6. 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.

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:

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 2010. The team members include Principal-Erin Carstensen, Assistant Principal Amy Basile, ELL Coordinator-Denise Petrillo, Classroom Teacher-John Shafer, Classroom Teacher-Nick Tapino, Classroom Teacher-Caitlin Thomas, and Social Worker Erika Ward. The four designated ESL teachers are Denise Petrillo, John Shafer, Caitlin Thomas and Monique Velazquez.

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.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
--------------	-------	-----------	-----------------

	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Essex Street Academy						
District:	2	DBN:	02M294	School		310200011294	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		82.1	79.7	79.0
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	102	84	81				
Grade 10	96	119	92				
Grade 11	87	84	90				
Grade 12	68	78	65				
Ungraded	0	0	0				
Total	353	365	328				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.9	97.5	97.9

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	74.6	73.2	75.6

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	5	4

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	2	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	2	3	2	Principal Suspensions	3	3	2
# in Collaborative Team Teaching (CTT) Classes	29	39	36	Superintendent Suspensions	2	0	3
Number all others	31	28	31				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	24	23	TBD	Number of Teachers	25	26	29
# ELLs with IEPs	3	8	TBD	Number of Administrators and Other Professionals	5	5	7

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	6	43	% fully licensed & permanently assigned to this school	100.0	100.0	92.8
				% more than 2 years teaching in this school	24.0	34.6	62.1
				% more than 5 years teaching anywhere	12.0	15.4	34.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	68.0	88.0	79.3
American Indian or Alaska Native	0.6	0.5	0.3	% core classes taught by "highly qualified" teachers	78.8	83.9	76.0
Black or African American	30.6	29.6	29.0				
Hispanic or Latino	55.2	56.7	58.2				
Asian or Native Hawaiian/Other Pacific	5.1	4.7	5.2				
White	8.2	7.7	7.3				
Male	51.8	51.8	54.0				
Female	48.2	48.2	46.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	v
Math:	
Science:	v

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				v		v	
Ethnicity							

American Indian or Alaska Native						-	
Black or African American						-	
Hispanic or Latino						v	
Asian or Native Hawaiian/Other Pacific Islander						-	
White						-	
Multiracial							
Students with Disabilities						-	
Limited English Proficient						-	
Economically Disadvantaged						v	
Student groups making						3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	84.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	23	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	43.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf