



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** ESSEX STREET ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M294

PRINCIPAL: ERIN CARSTENSEN EMAIL: ECARSTENSEN@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Erin Carstensen	*Principal or Designee	
Denise Petrillo	*UFT Chapter Leader or Designee	
Nedra Murrell	*PA/PTA President or Designated Co-President	
Ian MacDonald	DC 37 Representative, if applicable	
Alchesay Rinaldi-Castro Jonathan Torres	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Elissa Marsh	Member/ Parent	
Jeanne Bruce	Member/ Parent	
Vanessa Severino	Member/ Parent	
Nick Tapino	Member/ Teacher	
Jenny Platow	Member/Teacher	
	Member/	
	Member/	

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

To improve average daily attendance for the school in comparison with the previous academic year.

### **Comprehensive needs assessment**

At the end of the 2009 – 2010 school year, our attendance rate, including LTAs was 79%. At the end of the 2010 – 2011, we had improved our attendance rate (including LTAs) to 82.6%. Our goal is to see a 5% increase in this rate. Therefore, by June, 2012, at least 86.75% of the school population will be present, including LTAs, on average, for the academic year.

### **Instructional strategies/activities**

We have purchased School Messenger, which makes recorded phone calls home for both absent and late students. In addition, we have an Attendance Team, comprised of 6 faculty members, that meets every week. Using school messenger will allow our Attendance Team to spend less time making phone calls home, and more time on developing interventions for students with low attendance. In their meetings, the Attendance Team will regularly analyze attendance reports from ATS as well as period reports generated from Jumprope, our school's new student information system, to prioritize attendance issues and assess the school's performance as a whole.

The Attendance Team groups students according to their rate of attendance and the cause of absences and identifies interventions to improve attendance. These interventions include individual meetings with students and their academic advisor, family meetings to gain support from home around attendance, asking our attendance teachers to make a home visit to discuss attendance, and on-going counseling. The Team will also seek counsel from attendance specialists at our CFN.

In addition, advisors will work with the Attendance Team, students, and their advisee's families to develop and implement individualized plans for students who historically have had attendance issues, or who are developing attendance issues.

### **Strategies to increase parental involvement**

In addition to the use of School Messenger, we have purchased a web-based student information system called Jumprope. Teachers take daily attendance in Jumprope for their classes. By January, students and parents will also have log-ins to Jumprope. This will allow parents to constantly check on student daily attendance. During parent-advisor meetings starting in the Spring Semester, parents will be taught how to log in to Jumprope and check on student progress in school. We will also hold a workshop for parents on checking attendance in Jumprope during our Back to School Night in the spring.

In addition to School Messenger and Jumprope, we communicate with parents regarding individual student progress in the following ways. Each of these includes communication regarding student attendance:

1. Work Habits Report: After the first two weeks of class, parents receive a report in the mail. This includes information on student attendance and if students are arriving on time to class.
2. Parent Advisory Meetings: These meetings take place twice during the course of the semester between advisors and parents. This too includes an opportunity to discuss any historical or developing attendance issues.
3. Narrative Reports: Once a semester, parents receive a detailed progress report regarding student's academic progress. This report is accompanied by a grade in each class, as well as information regarding student attendance.
4. Report Cards: Students receive a report card once a semester indicating whether they have made the progress discussed in meetings, narrative, and through conversations with advisors.

5. ARIS parent portal: Parents are given their children's log in info during parent advisor meetings and advisors help them set up an account so they can keep track of attendance on their own.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Staff is offered the opportunity to take free courses at NYU through a partnership we enjoy with the University. In addition, staff at ESA participates in weekly school wide professional development meetings to discuss teaching strategies, curriculum design, and methods for working with 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 regularly to share work across the schools and reflect on best practices.

**Service and program coordination**

Multiple social workers and community workers in the school helps students to make the connections with appropriate agencies as needed. Through the advisory program, the open door policy of counseling services, and the after school program provided in partnership with Greenwich Village Youth Council, we identify students' needs.

In addition to our after school program, through our partnership with Greenwich Village Youth Council, we run an evening program once a week, and a Saturday program twice a month. These programs are designed with the intent of increasing student engagement in school and providing needed socio-emotional support. We are also continuing to explore ways that the evening program and Saturday program can offer students and their families centralized and familiar access to a variety of social services.

**Budget and resources alignment**

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. Small class sizes help teacher to build relationships with students, and to stay on top of all students. Additional OTPS funds are used for the School Messenger and Jumprope services.

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

To increase the number of students meeting standards in targeted skill areas (aligned with the common core standards) as assessed by a performance based assessment.

### **Comprehensive needs assessment**

At the end of the 2010-2011 school year, we identified that there is a significant number of students who have attendance rates of 80% or better, but who are consistently underperforming in their classes. We have identified these students as “on the border” of meeting the academic standards of ESA. We intend to improve student performance within the target population of struggling students by 5% between interim assessments (fall and spring) on common core standards determined to be particularly challenging in math and literacy through baseline analysis.

### **Instructional strategies/activities**

We will devote our staff PD time for the 2011-2012 school year, which consists of an hour to an hour and a half of our weekly staff meeting time, to targeting this subgroup of students. Teachers have been assigned two students, whom they currently teach, from the subgroup. Each student has at least 2 teachers assigned to him or her.

In the early PD sessions, teachers will examine their student’s November Report Card to look for any trends in the skill deficiencies or work habits. They will also share any significant anecdotal experiences that might help identify their students’ needs. From these initial conversations, the teacher pairings will identify specific areas in need of improvement for each student such as *increasing work stamina, moving from verbal to written communication, ways to accommodate IEPs, motivational techniques, self-esteem, etc.*

In the subsequent PD sessions, teachers will conduct research on their chosen topics in academic journals and other publications to identify instructional strategies for addressing the needs of their students. Teachers then will implement these strategies in their classes, refining their instruction and assessment tasks, and share feedback and discuss their effectiveness with their PD groups.

They will then look at how students scored on the periodic and final assessments to see if their instructional changes were successful in improving student outcomes. By January, we will be able to establish a baseline for measurement based on the percentage of students who moved from receiving an incomplete in that skill area to receiving a meets standards. We will then be able to establish the percentage improvement we would like to see between January and June, given this baseline.

### **Strategies to increase parental involvement**

Our Student Information System, JumpRope, gives parents real-time online access to their student’s daily period attendance, degrees of skill and content mastery in each subject, and updates on their work-habits. We will give each parent individual logins starting in the Spring Semester. During parent-advisor meetings, parents will be taught how to log in to Jumprope and check on student progress in school. We will also hold a workshop for parents on checking attendance in Jumprope during our Back to School Night in the spring.

In addition to JumpRope, we communicate with parents regarding individual student progress in the following ways:

1. Work Habits Report: After the first two weeks of class, parents receive a report in the mail. This includes information on student performance in all skill and

content standards in all courses.

2. Parent Advisory Meetings: These meetings take place twice during the course of the semester between advisors and parents. This too includes an opportunity to discuss student performance.
3. Narrative Reports: Once a semester, parents receive a detailed progress report regarding students' academic progress. This report is accompanied by a grade in each class, as well a breakdown of skills and content mastery for all standards in all classes.
4. Report Cards: Students receive a final report card once a semester indicating whether they have made the progress discussed in meetings, narratives, and through conversations with advisors.
5. ARIS parent portal: Parents are given their children's log in info during parent advisor meetings and advisors help them set up an account so they can keep track of student grades and transcripts on their own.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Staff at ESA participates in weekly school wide professional development meetings to discuss teaching strategies, curriculum design, and methods for working with effectively working with individual students, among other things. In particular, our PD sessions this year will push teachers to stay on the forefront of developments in their field by giving teachers the opportunity to real conduct action research in their subject areas. With the addition of JumpRope, which allows us to track each individual student's skill and content mastery across assignments, units, semesters, and from year-to-year, we believe that we will be able to attract teachers who share our commitment to addressing the particular skill and content needs of every student. Staff is also offered the opportunity to take free courses at NYU through a partnership we enjoy with New York University's Steinhardt School of Education.

### **Service and program coordination**

To better meet the needs of all students, we offer an extensive after school program that provides students with small group instruction in every subject area from 3:30-6:00pm four days a week. These sessions are especially important to struggling students who need targeted instruction in a small group setting.

To help teachers develop professionally so they can continue to innovate and meet the needs of our students, we are working with a consultant from Metro Learning Communities, a division of NYU's Steinhardt School of Education created to enhance learning communities in urban education, to plan and execute our professional development plan for the semester.

### **Budget and resources alignment**

Every teacher in the school voluntarily conducts two days of afterschool academic help for students. Teachers also volunteer to attend staff meeting, during which time we conduct PD, once a week for two hours. Since teachers elect to perform these duties voluntarily, it allows us to reduce the amount of our budget allocated to per-session, and instead use funds to reduce class sizes and therefore provide kids with more individual attention. Additional OTPS funds are used for the Jumprope service, which is essential to our ability to target and track student performance.

## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3**

To improve communication between the school and parents regarding what students are expected to learn.

#### **Comprehensive needs assessment**

By June, 2012, we would like to see an improvement on the school survey regarding communication. This need is driven by our desire to see an improvement on the annual parent survey on the question regarding communication in which we scored the lowest. On the communication question for teachers, that they "sent parents written information on what you are teaching and what students are expected to learn," we would like to see the score increase from 5.1 to 5.6. The school survey indicates that parents want to be informed about the academic content of their children's courses as well as know what teacher expectations are regarding their children's learning. Increasing parental awareness of what students are expected to learn directly ties into state academic content and student achievement standards in that parents will have access to this information and use it to aid their children in meeting academic goals in their courses.

#### **Instructional strategies/activities**

Charlotte Danielson emphasizes communication and assessment in her pivotal work *The Framework for Teaching*. Danielson writes about the importance of using student assessment to inform instructional practice and curriculum. Starting in September of 2011 our school began using Jumprope, a new student information system designed to allow students, parents and teachers to track student progress on skills, content and work habits in any given subject. Jumprope will give all stakeholders an accurate and detailed report of those standards that students have mastered and those in which they need to further improve. By January, students and parents will also have log-ins to Jumprope. This will allow parents and students to constantly check on assessments that teachers have assigned and have up-to-the-minute data regarding student progress. Professional development time will be devoted to supporting teacher's use of Jumprope throughout the year. Moreover, we will devote time during staff development to staff feedback on how the system is working and what changes, if necessary, need to be implemented, to better meet the needs of students and staff. Additionally, during parent-advisor meetings starting in the Spring Semester, parents will be taught how to log-in to Jumprope. We will also hold a workshop on Jumprope during our Back to School Night in the Spring. During these sessions we will welcome any feedback parents have regarding the system and will encourage them to email us with suggestions. We are in constant communication with the developers of Jumprope, which is based in New York, and the company emphasizes teacher-driven feedback to continuously update and innovate their product offerings.

Our school has also devoted professional development time and resources to train teachers in how to create and maintain class pages on our school website. Consequently, we have class pages for all of the courses being offered which parents can access to keep track of their children's assignments and project due dates. On our school website, parents can also locate teachers' emails so they can communicate with parents should they have a question about their child's work or any other question related to teacher expectations. Students can also refer to the website to catch up any work which is outstanding. Teachers set up class pages in October and by June, all teachers are expected to update their class pages on a weekly basis with assignments and due dates.

Finally, our school has an advisory system, whereby teachers are responsible for communicating student progress and learning goals verbally and in writing on an as needed basis. Advisors act as point persons for their advisees, communicating positive news about students to parents as well as informing them about any issues that students need to redress.

#### **Strategies to increase parental involvement**

In connection with this goal:

- we will conduct parent workshops with topics that will include: understanding educational accountability grade-level curriculum and assessment

expectations; accessing community and support services; and technology training to build parents' capacity to help their children at home. We will also provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels.

- we will schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- we will also translate all critical school documents and provide interpretation during meetings and events as needed.
- through Jumprope, our school will provide written progress reports that are periodically given to keep parents informed of their children's progress. Additionally, parents will have up-to-the-minute access to their children's grades and skills portfolio by logging into their own personal Jumprope account.
- we also maintain a web site designed to keep parents informed about school activities and student progress through daily announcements, class pages and a school calendar highlighting important events.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

We are a member of the New York Performance Standards Consortium, which provides our teachers with professional development opportunities outside our school in the form of subject area workshops and intervisitations. Moreover, being a member of the consortium means we are part of the group's list serve which allows us to advertise positions to other consortium schools and staff. We are also an NYU Steinhardt partner school. We have numerous student teachers come do their mandatory teaching practicum at our school and as a result have hired a great number of NYU graduates, all of whom were highly qualified. Finally, we advertise for open positions using NYU's list serve and are a member of the university's network, giving us access to job fairs, etc., allowing us to choose from a varied and highly qualified candidate pool. Finally, current teachers who wish to obtain certification or extensions in other subject areas can take courses towards becoming highly qualified in that subject area at NYU free of charge.

### **Service and program coordination**

The school's parent teacher association and school leadership team is consistently creating opportunities for parents to become involved with the school and their children's learning. In addition to already mentioned activities, the school also uses an automated service called School Messenger to contact parents whenever students are absent or come late to school. This, coupled with Jumprope's ability to display student attendance records in individual classes, will allow parents to keep up with their children's attendance.

In addition to our after school program, through our partnership with Greenwich Village Youth Council, we run an evening program once a week, and a Saturday program twice a month. These programs are designed with the intent of increasing student engagement in school and providing needed socio-emotional support to students and their families. We are also continuing to explore ways that the evening program and Saturday program can offer students and their families' centralized and familiar access to a variety of social services to benefit student learning. Finally, parents are encouraged to use ARIS parent accounts as an additional resource for keeping track of their children's attendance and academic progress. Advisors help parents activate their ARIS accounts during parent advisor conferences.

### **Budget and resources alignment**

Every teacher in the school runs an advisory enabling us to continuously reach out to parents with details about their children's academic and emotional well-being. Additional OTPS funds are being used for the School Messenger, Echalk and Jumprope services. We are ensuring that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact. These funds are being used towards professional development for teachers and to help instruct parents on how to use Jumprope during parent-advisor meetings and spring semester workshops.



**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	15	47	47	15	N/A	N/A	10	N/A
<b>10</b>	22	16	16	22	N/A	N/A	21	N/A
<b>11</b>	11	13	13	11	N/A	N/A	16	N/A
<b>12</b>	10	8	8	10	N/A	N/A	24	N/A

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>Students are served in 4 ways:</p> <p>1) Literacy Intervention courses which meet 5 times a week for students who read significantly below reading level. Courses are: Wilson, for students who read at grade levels K-3 (capped at 6 students), Just words, for students who read at grade levels 4-8 (capped at 10 students).</p> <p>2) ICT courses for students who are mandated by IEP and student performance.</p> <p>3) 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.</p> <p>4) After School, small group tutoring, provided by teachers, for 150 minute sessions, 5 days a week (including Saturday). Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families.</p>
<b>Mathematics</b>	<p>Students are served in three ways:</p> <p>1) Push in/pull out services provided by Special Education teachers as mandated by IEPs and student performance.</p> <p>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.</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>

<p><b>Science</b></p>	<p>Students are served in three ways:</p> <p>1) Push in/pull out services provided by Special Education teachers as mandated by IEPs and student performance.</p> <p>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.</p> <p>3) After School, small group tutoring, provided by teachers, for 150 minute sessions, 5 days a week (including Saturday). Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families.</p>
<p><b>Social Studies</b></p>	<p>Students are served in three ways:</p> <p>1) Push in/pull out services provided by Special Education teachers as mandated by IEPs and student performance.</p> <p>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.</p> <p>3) After School, small group tutoring, provided by teachers, for 150 minute sessions, 5 days a week (including Saturday). Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families.</p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p>Not Applicable as we do not have a guidance counselor on staff.</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>There are two school based support psychologists shared by the five schools in our building who is available to assess students as needed.</p>

<p><b>At-risk Services provided by the Social Worker</b></p>	<p>Students are seen for regular counseling sessions as individuals, and for group sessions as mandated by IEPs, and based on recommendations of staff and families. Students can also indicate a desire to receive counseling directly to a counselor and accommodations will be made within the school, or if not possible, the student will be referred to an outside agency that can provide services. The school also supervises 5 social work interns from NYU, enabling us to offer counseling to a large percentage of students in the school. School social workers are also available four days a week after school for 150 minute sessions to provide support for students and families as needed.</p>
<p><b>At-risk Health-related Services</b></p>	<p>Students with Diabetes and Asthma see the school nurse, shared by the building's 5 schools, on an as needed basis.  Diabetes management- student see nurse every day before lunch for blood glucose monitoring and insulin delivery.  Asthma management as needed – After gym, lunch, cold-weather, etc.</p>

## **PARENT INVOLVEMENT POLICY (PIP) FOR ESSEX STREET ACADEMY**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, Essex Street Academy, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Essex Street Academy will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family

literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

Essex Street Academy, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 02M294 **School Name:** Essex Street Academy

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

According to the 2007 accountability cohort, 16 out of 70 students either did not take the ELA Regents or did not obtain a score of 55 or higher on the exam. Consequently, our school's performance index score was 139, below our school's target index goal of 172 points needed to meet AYP. This was the second year in a row that our school did not meet AYP for the ELA Regents for all students. With regards to insufficient passing rates on the ELA Regents, 5 out of the 7 students who did not take the Regents within their cohort suffered from long-term absences, meaning our school needs to address the issue of trying to improve the attendance rate of our LTAs. However, our findings also reveal that four out of the 9 students who did not get a score of 55 or better in 2009-2010 went on to get a score of 65 or better by the time they graduated in 2011. Most of these students were very low-skilled when they came to Essex Street and needed their last year of instruction to further develop their skills. Four of the remaining 5 students had an IEP and consequently had taken the RCT in lieu of the regents to graduate. Therefore, out of nine students with over 80% attendance who could have scored a 55 or higher, only one did not meet New York State examination standards required for graduation.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Our first goal to support improved achievement in the grade and subject area for which the school was identified is to improve average daily attendance for the school in comparison with the previous academic year. In an effort to improve school attendance, we have purchased School Messenger, which makes recorded phone calls home for both absent and late students. In addition, we have an Attendance Team that meets every week. Using School Messenger will allow our Attendance Team to spend less time making phone calls home, and spend more time on developing interventions for students with low attendance. In their meetings, the Attendance Team groups students according to their rate of attendance and the cause of absences and identifies interventions to improve attendance. These interventions include individual meetings with students and their academic advisor, family meetings to gain support from home around attendance, asking our attendance teacher to make a home visit to discuss attendance, and on-going counseling.

Second, we plan to increase pedagogical support for teachers in the school through observations and timely, formative, actionable feedback. The goal is to increase the number of observations made by the Assistant Principal and Principal from 3 per year to 6 per year. A Google doc will be created to share between the Principal, Assistant Principal and each teacher. This document will contain the instructional goals that the teacher establishes at the start of each semester, the notes from observations, the notes from the feedback discussions, and the teacher's response to the feedback discussions. This response might include questions that the teacher has, notes on what they tried based on the feedback discussion and how it went, as well as specific areas the teacher would like the Principal or Assistant Principal to focus on

in the next observation. This will allow teachers and the Principal/Assistant Principal to keep track of both the observations, feedback provided, and changes that teachers make over time in an effort to improve their instruction.

Our third goal is to improve student performance on common core-aligned, college preparatory tasks. At the end of the 2010-2011 school year, we identified that there is a significant number of students who have attendance rates of 80% or better, but who are consistently underperforming in their classes. We have identified these students as “on the border” of meeting the academic standards of ESA. We intend to improve student performance within the target population of struggling students by 5% between interim assessments (fall and spring) on common core standards determined to be particularly challenging in literacy through baseline analysis.

We will devote our staff PD time for the 2011-2012 school year, which consists of two hours of weekly staff meeting time on the dates mentioned in our SINI response chart, to targeting this subgroup of students. Teachers have been assigned two students, whom they currently teach, from the subgroup. Each student has at least 2 teachers assigned to him or her.

In the early PD sessions, teachers will examine their student’s November Report Card to look for any trends in the skill deficiencies or work habits. They will also share any significant anecdotal experiences that might help to identify their student’s needs. From these initial conversations, the teacher pairings will identify specific areas in need of improvement for each student such as *increasing work stamina, moving from verbal to written communication, ways to accommodate IEPs, motivational techniques, self-esteem, etc.*

In the subsequent PD sessions, teachers will conduct research on their chosen topics in academic journals and other publications to identify instructional strategies for addressing the needs of their student. Teachers then will implement these strategies in their classes, refining their instruction and assessment tasks, and share feedback and discuss their effectiveness within their PD groups.

They will then look at how students scored on the periodic and final assessments to see if their instructional changes were successful in improving student outcomes. By January, we will be able to establish a baseline for measurement based on the percentage of students who moved from receiving an incomplete in that skill area to receiving a meets standards. We will then be able to establish the percentage improvement we would like to see between January and June, given this baseline.

Fourth, our school has established a Promotional Review Committee (PRC) made up of the Principal, Assistant Principal, Data Specialist, and faculty members representing all subject areas, including Special Education. The PRC meets throughout the semester to identify students who are at risk for not meeting their promotional or graduation requirements, including the ELA Regents. The group then divides the students up based on strengths and areas of concerns (ie. low-skills, highly motivated or high attendance, high skills, low motivation) and identifies academic and socio-emotional interventions. These interventions include parent meetings, required after school individual tutoring, modifications to student IEPs, and literacy support classes.

Lastly, Charlotte Danielson emphasizes communication and assessment in her pivotal work *The Framework for Teaching*. Danielson writes about the importance of using student assessment to inform instructional practice and curriculum. Starting in September of 2011 our school began using Jumprope, a new student information system designed to allow students, parents and teachers to track student progress on skills, content and work habits in any given subject. Jumprope will give all stakeholders an accurate and detailed report of those standards that students have mastered and those in which they need to further improve. By January, students and parents will also have log-ins to Jumprope. This will allow parents and students to constantly check on assessments that teachers have assigned and have up-to-the-minute data regarding student progress.

Professional development time will be devoted to supporting teacher’s use of Jumprope throughout the year. Moreover, we will devote time during staff development to staff feedback on how the system is working and what changes, if necessary, need to be implemented, to better meet the needs of students and staff. Additionally, during parent-advisor meetings starting in the Spring Semester, parents will be taught how to log-in to Jumprope. We will also hold a workshop on Jumprope during our Back to School Night in the Spring. During these sessions we will welcome any feedback parents have regarding the system and will encourage them to email us with suggestions. We are in constant communication with the developers of Jumprope, which is based in New York, and the company emphasizes teacher-driven feedback to continuously update and innovate their product offerings.

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

In addition to the 6 professional development sessions for teachers that our school will pay with \$18,000 out of the \$20,000 received in grant funds, we will use over 10% of our Title 1 allocation towards per session for teachers for 7 additional after-school PD sessions totaling \$20,324.36 or 10.26% of our Title 1 funds. The focus of all 13 sessions will be to improve student performance on common core-aligned, college preparatory tasks. The school is also using an outside consultant from New York University's Metro Learning Center for Urban Education to help us plan our sessions and ensure that we reach our desired outcome. No portion of our budget will go towards paying for this as we are using credits that we have accrued with NYU, a partner organization of ours, by hosting student teachers.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The mentoring program at ESA is designed to provide support to emerging teachers in whatever capacity they need it. An "emerging teacher" could be new to the teaching profession or simply new to ESA. We pair these mentees with veteran teachers often in the same content area or with whom we feel they could develop particularly productive relationships. The mentors are given the responsibility to create a regular weekly schedule with their mentees for when they will meet and what they will do in each meeting. Mentor meetings take many different forms including simple check-ins, collaborating on lesson-plans, class-visits and feedback. The goal is for the mentor and mentee to form an honest and trusting relationship that will grow over the course of their 2 years together. The mentor listens, poses questions and offer suggestions to help to improve instruction.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school will notify the parents by sending a Parent Notification letter home in both English and Spanish regarding the school's identification for school improvement. In addition, the school will invite parents to attend a Parent Notification Meeting to provide parents with an opportunity to hear additional information about the school performance and ask questions about the programs and interventions that the school is implementing. Translators will be available at this meeting for Spanish-speaking parents.