Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

DRAFT - PENDING SUPERINTENDENT APPROVAL

School Name:	**ESSEX STREET ACADEMY**
DBN (*i.e. 01M001*):	**02M294**
Principal:	**ERIN CARSTENSEN**
Principal Email:	**ECARSTENSEN@SCHOOLS.NYC.GOV**
Superintendent:	**MARISOL BRADBURY**
Network Leader:	**ALISON SHEEHAN**

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Erin Carstensen	*Principal or Designee	
Cynthia Ware	*UFT Chapter Leader or Designee	
Lisa Lewis	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Toby Lore	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Noel Sayers	CBO Representative, if applicable	
	Member/ Elected Parent	
	Member/ Elected Parent	
Vanessa Spiegel	Member/ Elected UFTr	
Nick Tapino	Member/ Elected UFT	
Chevina McIntosh	Member/ Student Representative	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To improve overall passing rates in the school by 5% in each department.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
In the 2013-14 school year, we adjusted the daily schedule to maximize instructional time for students and common planning time for faculty. The purpose was to increase overall passing rates. A comparison of whole-school passing rates from Jan 2013 to Jan 2014 by department shows: there was some increase in 11th grade rates in math, science and social studies, and a significant increase in LOTE, literature and art and that the 12th grade experienced significant increases in math and art and some gains in literature. A similar comparison of June grades from 2013 to 2014 shows for grade 9, social studies and science experienced gains of 8 and 9 %, respectively. The 10th grade showed extraordinary growth over the previous June with every academic department producing passing rates that were between 9 and 14% higher than during the previous year. For this reason, we made further adjustments to the school schedule, in hopes of seeing continued improvement in passing rates. We believe that passing rates will be improved by this schedule adjustment because it should lead to an improvement in first period attendance; allow us to provide tutoring for students five days a week, as opposed to three days; allow us to provide mandated tutoring for students struggling academically five days a week; provide after school study hall for students four days a week, as opposed to three days a week; provide a coaching period that is focused on building academic independence; and to provide after school enrichment activities for students four days a week, as opposed to three days a week.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Changed daily schedule start to 9:25 a.m. and end at 4:10 p.m. 2. Provide tutoring before school five days a week 3. Program mandated students for tutoring five days a week 4. Provide after school enrichment activities for students 5. Continue department common planning time every other week 6. Continue collaborative/co-planning period every week 7. Continue weekly faculty meeting 8. Provide coaching period once a week.
B. Key personnel and other resources used to implement each strategy/activity
1. Our programming team, made up of our assistant principal and two members of our faculty, are responsible for creating the school schedule. 2. Every teacher in the school provides tutoring before school one day a week. Tutoring sessions are scheduled to insure that students are able to attend a different subject each day of the week. 3. Our assistant principal schedules mandated students for morning tutoring. One faculty member is in charge of taking their attendance and insuring that they see

the appropriate teacher.

4. After school enrichment activities are run by ESA faculty and via partnerships with outside organizations.

5. Department coordinators plan bi-weekly department meetings.

6. Collaborative meetings are organized by the principal.

7. Weekly faculty meeting is organized by the Principal, Assistant Principal, and one ESA faculty member. The meetings are facilitated by the Assistant Principal.

8. Every teacher serves as a coach.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Monthly check in on first period attendance rates
2. End of semester evaluation in January and June of passing rates by department and grade level
3. End of semester check in on number of student attendance in mandated morning tutoring
4. Evaluation of passing rates of students in mandated morning tutoring in January and June

D. Timeline for implementation and completion including start and end dates

1. New schedule completed in August
2. Morning office hours begin three weeks in to the start of each semester
3. Students are assigned to mandated morning tutoring based on an evaluation of their progress towards graduation

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per session funds are set aside to pay teachers for morning tutoring sessions and after school enrichment clubs that they run.
2. Per sessions funds are set aside to pay teacher who help in creating the school schedule and organize the faculty meeting.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Every student at ESA is a part of an advisory. They work with the same advisor for four years. The advisor is responsible for communicating with parents about the morning tutoring schedule; after school enrichment activities; and mandated morning tutoring. In addition, the school has a website where the schedule is posted. The parents receive ongoing communication from the school via email as well to remind them of morning tutoring and the after school program.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To engage 100% of teachers in inquiry work to pursue a problem of practice unique to their classroom, grounded in the Danielson Rubric, and based on last year's observations/end of year conferences.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The Beehive Professional Development model is really about having teachers choose their own pedagogical problems, try out a solution, and reflect on and document its success. The Beehive model was adapted from the Sci-Ed Innovators fellowship, a year-long fellowship for science teachers who explore solutions to their classroom problems using the Democratic Science Teaching Framework. In the 2013-2014 school year, we chose to use 5 of the Coalition of Essential Schools Common principles to drive our professional development. This year, teachers have identified an area to focus on (either higher order thinking, substantive conversation, depth of knowledge or world connectedness) to address how to make instruction more intellectually rigorous at ESA.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Teachers identify area of focus in their classrooms.
2. Teachers meet with admin for start of year conference to discuss area of focus (ensuring alignment to outcomes from 2013-2014 observations).
3. Teachers form groups of 4 – 6 teachers. Area of focus is refined based on feedback from this group.
4. Working with the group, teachers identify actionable steps to take in their classrooms
5. Working with the group, teachers share results, receive feedback, and develop new interventions.
6. Teachers share work with admin at midyear conferences.
7. Teachers participate in two teacher roundtables where they present their work to their colleagues and receive feedback and identify next steps.
8. Teacher meets with admin for end of year conference to review and reflect upon work completed over the course of the year in connection with the POP

2. Key personnel and other resources used to implement each strategy/activity

1. – 8. The principal, assistant principal and one of ESA's faculty members work together to organize the Beehive professional development sessions. In addition, the school works with a consultant from New York University's Metro Learning Communities who helps establish clear goals, develop protocols, and select articles for the professional development sessions.

   1 – 8. March Church from Harvard University's Project Zero/Thinking Visibly will be contracted to conduct several site visits at ESA to work with teachers on their areas of focus and will work with administrators on planning professional development that is focused on the question of how to make instruction more intellectually rigorous at ESA.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. ESA school leaders will meet with teachers at midyear to reflect on progress in the teacher's area of focus and to establish concrete next steps.
2. ESA school leaders will meet with teachers at the end of the year to reflect on progress in the teacher's area of focus and to establish concrete next steps for the following year.
3. At the end of the year, 75% or more of ESA's teachers will be effective or highly effective in the components of the Danielson Rubric that correspond to their area

of focus.

4. Timeline for implementation and completion including start and end dates

1. Full staff PD: 9/2, Defining Instructional Rigor and Planning for Rigor
2. Full staff PD: 9/3, Rigorous Lessons Tuning Protocol
3. Full staff PD: 9/23, Introduction to the Beehive: identifying area of focus/developing initial questions
4. Full staff PD: 10/14, Beehive Session: Refining your area of focus and creating an action plan
5. Full staff PD: 10/28, Beehive Session: Tuning your area of focus and implementation plan
6. Full staff PD: 11/18, Beehive Session: Peer observation post-conference
7. Full staff PD: 12/2, Beehive Session: Tuning teacher or student work
8. Full staff PD: 12/16, Mid-year teacher roundtables
9. Mid-year meetings with school leaders/teachers: January
10. Full staff PD: Date TBD, Mark Church/Project Zero/Thinking Visibly
11. Full staff PD: June, End of year teacher roundtables
12. End of year meeting with school leaders/teachers: June

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1 – 8 , 10, 11: The ESA Faculty meets once a week for two hours. This will allow for consistent time for teachers to work in their Beehive groups on their area of focus. No additional budgetary resources are needed as the faculty will use a portion of the repurposed 150 minutes per week of extended time for PD.

10. Tax Levy funds will be used to pay for professional development with Mark Church and Project Zero.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Not applicable

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
Credits awarded from NYU student teachers placement at Essex Street Academy are used to pay for our consultant from the NYU Metro Learning Communities.											

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To improve overall rates of college enrollment from 40% to 45%

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
According to the High School Quality Snapshot, 40% of graduated students were enrolled in a college or other postsecondary program within six months. This was below the city and borough average. For this reason, we have begun working with CARA (College Access: Research and Action) Program and, via this program, hope to increase the percentage of graduate students enrolled in a college or postsecondary program within six months.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Selection of a college bridge coach
2. Coach offers workshops and meets individually with seniors
3. Coach provides outreach and case management to graduated seniors and intended August grads over the summer in order to help them navigate any obstacles to college matriculation
4. College counselor provides supervision for college bridge coach through the duration of the College Bridge Program
5. College counselor Include college transition lessons in to second semester senior year college bound courses
6. College counselor and coach provide seniors with list of steps to take after “hitting submit”
7. College bridge coach receives training in a range of college guidance topics, workshop facilitation, data collection, and general professional skills and conduct via CARA (College Access: Research and Action) Program

2. Key personnel and other resources used to implement each strategy/activity

1. College bridge coach selected by college counselor/principal
2. College bridge coach
3. College bridge coach
4. College counselor
5. College counselor
6. College counselor/college bridge coach
7. CARA Program

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. June review of college enrollment of 2014 graduating class
2. August review of college enrollment of 2014 graduating class
3. Summer collection of data on 2014 graduating class (including, but not limited to, colleges that accepted students, whether they enrolled, and if they did not enroll, why not

4. Timeline for implementation and completion including start and end dates

1. Recruit a college coach by January, 2015
2. Fund adult supervisor (our college counselor) for work for five hours per week from July through August, 2015

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1., 4. The college bridge coach position and the per diem pay for the college counselor supervising the coach will be paid via Tax Levy funds. 2. Time will be made available for coaches to meet with graduating seniors during the second semester, to conduct group workshops and to meet one on one with students, as needed. 3., 7. Coaches receive additional support throughout the summer, including weekly case supervision meetings with a consistent group of 7 – 9 other coaches and a college counselor, three trainings with the larger group of coaches from all schools, and online support from an experienced coach. 5., 6. The college counselor will teach lessons on transition to college and what to do after clicking submit via the College Bound Program, in which every ESA senior participates.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
The school hosts two family nights, one each semester. Our college counselor is available on these nights to discuss the college application process with parents. Additionally, the college bridge coach will reach out to parents for students with whom they are working to insure that they know the coach's role and make sure that they are available to support the family in the graduating seniors transition to college.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
We are partially funding the program with a grant received through CARA.											

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
• **Strategies/activities that encompass the needs of identified subgroups**
1.
• **Key personnel and other resources used to implement each strategy/activity**
1.
• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
• **Timeline for implementation and completion including start and end dates**
1.
• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
4. Strategies/activities that encompass the needs of identified subgroups
1.
5. Key personnel and other resources used to implement each strategy/activity
1.
6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
7. Timeline for implementation and completion including start and end dates
1.
8. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Students are served in 4 ways: 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). 2) ICT courses for students who are mandated by IEP and student performance. 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. 4) Every student in the school also has an academic coach, with whom s/he meets once a week to assess academic progress as well as set, discuss and execute short and long term academic	• Small group • one-to-one tutoring	• Before, during and after the school day • Saturday morning

	goals. 5) Office hours, small group tutoring, provided by teachers, for 60 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. Additionally, there is study hall 3 days a week for 90 minutes, and Saturday hw help during the spring semester.		
Mathematics	Students are served in four ways: 1) Push in/pull out services provided by Special Education teachers as mandated by IEPs and student performance. 2) ICT courses for students who are mandated by IEP and student performance. 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. 4) Every student in the school also has an academic coach, with whom s/he meets once a week to assess academic progress as well as set, discuss and execute short and long term academic goals. 5) Office hours, small group tutoring, provided by teachers, for 60 minute sessions, 4 days a week. Students needing extra support will be mandated	• Small group • one-to-one tutoring	• Before, during and after the school day • Saturday morning

	for tutoring by subject teachers, and/or advisors in consultation with students and families. Additionally, there is study hall 3 days a week for 90 minutes, and Saturday hw help during the spring semester.		
Science	Students are served in four ways: 1) Push in/pull out services provided by Special Education teachers as mandated by IEPs and student performance. 2) ICT courses for students who are mandated by IEP and student performance. 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. 4) Every student in the school also has an academic coach, with whom s/he meets once a week to assess academic progress as well as set, discuss and execute short and long term academic goals. 5) Office hours, small group tutoring, provided by teachers, for 60 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. Additionally, there is study hall 3 days a week for 90 minutes, and	• Small group • one-to-one tutoring	• Before, during and after the school day • Saturday morning

	Saturday hw help during the spring semester.		
Social Studies	Students are served in four ways: 1) Push in/pull out services provided by Special Education teachers as mandated by IEPs and student performance. 2) ICT courses for students who are mandated by IEP and student performance. 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. 4) Every student in the school also has an academic coach, with whom s/he meets once a week to assess academic progress as well as set, discuss and execute short and long term academic goals. 5) Office hours, small group tutoring, provided by teachers, for 60 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. Additionally, there is study hall 3 days a week for 90 minutes, and Saturday hw help during the spring semester.	• Small group • one-to-one tutoring	• Before, during and after the school day • Saturday morning
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	• There are two school based support psychologists shared by the five schools in our building who is	• Small group • one-to-one tutoring	• Before, during and after the school day • Saturday morning

	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, • If in-school counseling is not possible, the student will be referred to an outside agency that can provide services. • The school also supervises 3 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 three days a week after school for 120 minute sessions to provide support for students and families as needed.		

Title I Information Page (TIP)

For Schools Receiving Title I Funding

2. All elements of the *All Title I Schools* section must be completed*.

2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
X	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Besides reaching out in our personal and professional networks, we, as an NYU Steinhardt partner school, advertise for open positions using NYU's list serve and are a member of the university's network giving us giving us access to job fairs, etc. allowing us to choose from a varied and highly qualified candidate pool. We have numerous student teachers come do their mandatory teaching practicum at our school from NYU and Math for America and as a result have hired a great number of highly qualified graduates. 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, networking and inter-visitations. 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. Our school has a hiring committee which follows thoughtfully developed protocols and interview guides in our search for highly qualified and talented staff. The committee is comprised of the school leadership as well as veteran teachers. Qualified candidates must pass though several rigorous stages before being hired. First, candidates are screened in a phone interview by a committee member. Subsequently, desirable candidates are invited to a personal interview with the committee at the school where they also receive a school tour. Finally, our top candidates are invited to demonstrate their teaching abilities and skills interacting with students at a demo lesson. We have found that this process has ensured the recruitment of the best possible staff. Staff at ESA participates in weekly school wide professional development meetings to discuss, among other things, teaching strategies, curriculum design and methods for effectively working with individual students. 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. This is offered to teachers who wish to obtain certification or extensions in other subject areas or for teachers' general development. Finally, school leadership matches teachers' professional goals with administrative duties agreed upon at the annual teacher review, allowing teachers to take ownership of school practices which keep them invested in the school's continual improvement.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Curriculum Review: Departments hold curriculum review meetings in the fall and the spring semesters using Metro Learning

Communities facilitative leadership protocol. This includes a review of common core aligned scope and sequence in departments and a peer review of course curriculum.

Lesson Plans, Assessments, and Student Work: In departments, teachers together review and analyze lesson plans, assessments designed by teachers, and student work, in connection to data on student mastery of skills and content.

Inquiry Teams: 100% of teachers will engage in inquiry work to pursue a problem of practice unique to their classroom using the Beehive protocol. As a part of their inquiry work, teachers will make videos that will be used to create a faculty video library to be stored on ESA's website.

Jumprope: Jumprope is our student information system used to track student mastery of content and skill standards. PD insures that teachers know how to accurately report student mastery of content and skill standards and how to use Jumprope to identify student performance on skill and content standards and use this data to inform instructional decisions

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We integrate Title 1 SWP funds with tax levy and other local funds to provide students with mandated counseling from our social worker, reading support in a reduced class setting by our literacy specialist and science instruction. Finally, our school's professional development needs are also partly funded by Title 1 funds. Our intent here is to improve instructional outcomes for students by providing teachers with quality professional development which concerns their problems of practice.

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Essex Street Academy is a member of the New York Performance Based Assessment Consortium.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP)

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, our school, 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. Our school 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.

- 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 1st 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 a biannual Title I Parent Curriculum back to school night;
- hosting educational family events/activities during Student-Led Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association;
- 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 parents with access to Jumprope, our school's student information system, so that parents are directly informed about the school's academic expectations as well as their students' academic progress and attendance;.
- encouraging parents to maintain regular communication with their child's advisor.

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, 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 1st 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 will 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 prompting 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.

4.

DBN: 02M294

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that 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.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$163,424.25	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$2,012,522.00	X	See action plan

[1]**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 enhancing 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* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all 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.

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) 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. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 02	Borough Manhattan	School Number 294
School Name Essex Street Academy		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Erin Carstensen	Assistant Principal Wallace Simpson
Coach Denise Petrillo	Coach Caitlin Thomas
ESL Teacher John Shafter	Guidance Counselor Erika Ward
Teacher/Subject Area Stacy Blair	Parent N/A
Teacher/Subject Area Christopher Barley	Parent Coordinator N/A
Related Service Provider Erika Ward	Other Nick Tapino(Foreign Language)
Network Leader(Only if working with the LAP team) Allison Sheehan	Other Monique Velazquez (special ed.

C. 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 currently teaching in the ESL program.	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	358	Total number of ELLs	13	ELLs as share of total student population (%)	3.63%

Part II: 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☒

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Freestanding ESL														
Push-In	0	0	0	0	0	0	0	0	0	4	5	2	2	**13**
SELECT ONE														**0**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**4**	**5**	**2**	**2**	**13**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	**Newcomers (ELLs receiving service 0-3 years)**	2	**ELL Students with Disabilities**	4
SIFE	0	**ELLs receiving service 4-6 years**	2	**Long-Term (completed 6+ years)**	9

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 SWD. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
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	0	0	2	0	0	9	0	6	13

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	2	0	0	2	0	0	9	0	6	13
Number of ELLs who have an alternate placement paraprofessional: 0										

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	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: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

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										3	2	2	2	9
Chinese										1	2	0	0	3
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	0	0	0	0	0	0	0	0	4	5	2	2	13

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										1	1	2	1	5
Advanced (A)										3	3	0	0	6
Total	0	0	0	0	0	0	0	0	0	4	4	2	1	11

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										0	0	0	0

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

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 (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4	0	1	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   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. Students in ESL are asked to share in their native language at times to help relate their prior knowledge to teaching in the classroom. 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 extented 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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
The NYSESLAT 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. 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 extented 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.
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

4. For each program, answer the following:
    a. 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?

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 eleven members to execute our Language Allocation Policy (LAP) for the 2013-2014, 2014-2015 schoool years. The team members include Principal-Erin Carstensen, Assistant Principal Wallace Simpson, ELL Coordinator-Denise Petrillo, Classroom Teacher-John Shafer, Classroom teacher- Stacy Blair, Classroom Teacher-Nick Tapino, Classroom Teacher- Christopher Barley Classroom Teacher-Caitlin Thomas, Special Education teacher Monique Velazquez and Social Worker Erika Ward. The two designated ESL teachers are John Shafer, and Stacy Blair.

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

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.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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.

Part IV: 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 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. (Refer to *ELL Policy Brief* and EPIC.)

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. 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.

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.

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

   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. 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.

   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.Paste response to question here:

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

   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.

6. 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.) 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.

   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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    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])?

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. 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)?

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.

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 foster language development and meet the demands of the Common Core Learning Standards.

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 extented 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.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The ELL Coordinator schedules the students to be tested by native language during the two week test administration period and

ensures that the proper accommodations are in place. Our ESL curriculum is tailored towards individualized instruction, addressing student strengths and weaknesses in their native language as well as english. Additionally, students take part in formal monthly summative assessments ensuring the parallel of student performance with that of the stated grade level expectations.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

. 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.

6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   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 former ELLs (in years 1 and 2 after testing proficient).

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.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The teacher serves as the student's academic counselor and is in contact with the family when the student seems to need additional support.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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Every ESL student in the school has a teacher who meets with the students in small groups several times a week. The ESL classes support literacy for four 60-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.

Courses Taught in Languages Other than English ⓘ			
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes			
Class/Content Area	**Language(s) of Instruction**	**Class/Content Area**	**Language(s) of Instruction**
Native Language Arts:	N/A		
Social Studies:	N/A		
Math:	N/A		
Science:	N/A		

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	

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

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

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 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 support 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

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

. 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.

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

No programs will be discontinued.

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

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.

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

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.

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

PAs 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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

17. 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.

18. What language electives are offered to ELLs?

During the regular school day ESA offers Spanish and French language electives and after school we offer Italian courses that challenge students to develop their own ideas. Our school has an emphasis on project-based learning, students spend their four years developing a portfolio that best reflects their intellectual growth.

19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Essex Street Academy			**School DBN:** 02m294
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Erin Carsenten	Principal		11/18/13
Wallace Simpson	Assistant Principal		11/18/13
N/A	Parent Coordinator		1/1/01
John Shafer	ESL Teacher		11/18/13
N/A	Parent		1/1/01
Stacy Blair	Teacher/Subject Area		11/18/13
Nick Tapino	Teacher/Subject Area		11/18/13
Caitlin Thomas	Coach		11/18/13
Denise Petrillo	Coach		11/18/13
N/A	Guidance Counselor		1/1/01
Allison Sheehan	Network Leader		11/18/13
Christopher Barley	Other Foreign Language		11/18/13
Monique Velazquez	Other special education		11/18/13
Erika Ward	Other Related Service Prov		11/18/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **Network: 102**

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

In addition to the introductory assessments, a parent orientation is offered to parents during the fall and the spring of each year. The orientation presents and opportunity for parents to fill out a Parent Survey and Selection Form and become acquainted with the variety of programs that are offered by the Department of Education, such as the Transitional Bilingual Education and Dual Language 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 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 that 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.

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 provides 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.

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 regulalrly 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.