

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M294

School Name:

ESSEX STREET ACADEMY

Principal:

ERIN CARSTENSEN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Essex Street Academy School Number (DBN): 02M294
Grades Served: 9-12
School Address: 350 Grand Street NY, NY 10002
Phone Number: 212-475-4773 Fax: 212-674-2058
School Contact Person: Agustina Cordes Email Address: agustina@essexstreetacademy.org
Principal: Erin Carstensen
UFT Chapter Leader: Cynthia Ware
Parents' Association President: Lisa Lewis
SLT Chairperson: Nicholas Tapino
Title I Parent Representative (or Parent Advisory Council Chairperson): Helen Greenberg
Student Representative(s): Chevina McKintosh
Tobby Lore

District Information

District: 2 Superintendent: Kathy Rehfield-Pelles
335 Adams Street, Room 508, Brooklyn, NY 11201
Superintendent's Office Address: KPelles@schools.nyc.gov
Superintendent's Email Address: 718-923-5181 718-935-3682
Phone Number: 718-923-5181 Fax: 718-935-3682

Borough Field Support Center (BFSC)

BFSC: Affinity Group Field Support Office Director: Alexandra Anormaliza

131 Livingston Street, Brooklyn, NY 11201

Director's Office Address:

aanorma@schools.nyc.gov

Director's Email Address:

(718) 935-5618

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Erin Carstensen	*Principal or Designee	
Cynthia Ware	*UFT Chapter Leader or Designee	
Lisa Lewis	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Mark Scott	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Julisa Joseph	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Malcolm Gaynes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Noel Sayers	CBO Representative, if applicable	
Vanessa Spiegel	Elected UFT	
Nicholas Tapino	Elected UFT	
Lisa Franklin	Elected Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Andrea Gonzales	Elected Parent	
	Elected Parent	
Ayoka Williams	Member/ Student Representative	
Leah Richard	Member/Student Representative	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Mission Statement: At Essex Street Academy (ESA) we prepare our students for success in college by treating them as individuals with specific strengths and needs, and appealing to their intellectual curiosity. We offer courses that challenge students to develop their own ideas and push them to learn by doing: designing and conducting experiments, developing a historical thesis, analyzing works of literature through a critical lens and developing mathematical solutions and proofs to problems. Small class sizes at ESA make a personalized approach to education possible, enabling teachers to develop an individual relationship with each student. At ESA, our students are active, not passive, learners, and will graduate from our school confident in their ability to tackle any problem they encounter .

Strategic collaborations/partnerships and/or special initiatives being implemented: At ESA, we are currently celebrating accomplishments in several endeavors. Two years ago, ESA was the recipient of a grant from the Funds for Public School Expanded Success Initiative (ESI) to improve academic outcomes for Black and Latino young men. Through this grant, we established a partnership with Outward Bound to develop a mentor program, called Big Sib. The purpose is for older students to guide younger students in developing the habits of mind and character that will lead to high school graduation and success in college and career. ESA's Big Sib Program has become a cornerstone of ESA school culture. The work that the school has completed through ESI has met with success. In 2011-2012, 87.5% of 9th grade black and Latino boys had 10 plus credits, 6 of which were in the major subject areas. In 2012-2013 (the first year of the program), 95% of 9th grade black and Latino boys had 10 plus credits, 6 of which were in the major subject areas. For 2013-2014, 10th grade boys continued to have high credit accumulation (95%) while 9th grades had lower rates of 10 plus credits (88%). In the 2013-14 school year, ESI recognized Essex Street Academy, along with four other schools, as having the highest percentage of Black and Latino young men who earned 11+ credits in their freshmen year out of all 41 ESI schools. Although the grant has now expired, we plan to continue to improve the promotional and graduation outcomes for 9th grade Black and Latino Men via the Big Sib mentorship program

ESA has a well-developed foreign language department with advanced course offerings. In addition to our A.P. Spanish course, we offer three levels of Spanish and three levels of French. We also have a Student Ambassadors program, which gives students the opportunity to travel abroad. In the past, students traveled to Brazil, Japan, and Peru. After two years of fundraising, the Student Ambassadors traveled to France in the Spring of 2014 to study the French language and culture. For most of the students, this trip was the first time they have traveled outside of New York State, let alone outside of the United States. A trip like this is a powerful experience for all students involved. We have continued the Student Ambassadors program and a second trip to France is planned for the Spring of 2016.

Essex Street Academy offers a rich College-bound Program to help to prepare students for college. Starting in the 10th grade, we offer students College-bound classes, one on one college counseling, SAT prep, and day and overnight college trips to schools. We have a full partnership with College Access: Research and Action's program, which supports first generation collegebound students in the summer between high school graduation and summer matriculation. We believe that the implementation of this program will help to ensure that more of ESA's graduating seniors matriculate and remain in college.

The school's primary partner organization is Greenwich Village Youth Council (GVYC). GVYC has provided the school with a full time social worker to help students deal with many of the external issues that make academic success so challenging. The school also enjoys an extensive partnership with NYU. Student teachers from NYU work at ESA; social work interns from NYU work with our kids; ESA teachers teach aspiring teachers in conjunction with NYU Faculty and students who are excelling in ESA coursework are given the opportunity to take credit-bearing courses at NYU. In addition to our partnerships with GVYC and NYU, we have partnerships with Parsons School of Design, Facing History

and Ourselves, and Volunteers of Legal Services. Students also have the opportunity to take college level courses through BMCC's College Now program and Monroe College.

Essex Street Academy offers students a robust enrichment program, free of charge to ESA students. Five days a week, we offer morning office hours, from 8:15 a.m. - 9:15 a.m. In addition, we offer a number of enrichment activities. We are particularly proud of our theatre program at ESA. Their performances over the last several years have included: "The Mousetrap", "Dangerous Liasons", "Boeing Boeing", "Cat on a Hot Tin Roof", and "The Crucible".

Special Student Populations and their Needs:

43% of ESA's students are Latino and 38% are Black. To support students of color, we believe that it is important to develop curriculum for both regular classes and advisory that is culturally responsive that empowers our students. 3.33% of ESA's students are ELLs, all of whom are either transitioning or expanding. Students are given additional support with their language skills via small group instruction. 27.7% of the student population has an IEP. Teachers create lesson plans using principals of Universal Design, and instructional strategies for teacher and learning strategies for students are developed by the IEP team. We are also working with an outside consultant who provides professional development for teachers on creating an inclusive classroom.

Elements of the Framework for Great Schools: Progress

Rigorous Instruction: At Essex Street Academy, the ultimate standard for rigor for both teacher and student is the process of completing the graduation requirements that have been designed and continually updated in alignment with the New York Performance Assessment Consortium. These performance tasks demand that the students demonstrate mastery in discipline specific skills developed over four years of academic work at Essex Street Academy. Students complete graduation requirements (PBATs) in Literature, Social Studies, Math, Science, and Art. For each of these projects (an analytical essay in literature, a social studies research paper, an extended or original science experiment, problem solving at higher levels of mathematics, and work in a series in art), students complete an extensive piece of writing, and an oral defense, presenting their work to a panel made up of teachers, students, and an outside evaluator. All of the PBATS are evaluated using Consortium rubrics for writing and oral presentations. This rigorous approach demands that students synthesize and apply the content and skills that they have learned in each discipline to an authentic task. Further, they must demonstrate mastery "on demand" in front of a group of people. Students begin to prepare for these PBATs when they enter ESA.

At ESA, we work as a staff to ensure that students develop the skills required to complete the graduation requirements associated with each academic department. Every course at ESA is designed by ESA's teachers, using a common curriculum plan, which then guides their lesson planning. The plan insures that teachers: construct their curriculum using the Habits of Mind as a framework (use of evidence, analysis, making connections, and taking risks), design courses around essential questions or inquiry, define skill and content standards that students are expected to master, develop PBATs and interim assessments to assess student mastery, differentiate assignments based on process, product, and content, and develop lesson plans that ensure that students will develop the content and skill standards. Students in grades 9/10 are mastering the skills needed as the foundation for success in Senior Circle courses, while student in grades 11/12 (Senior Circle) are mastering the skills needed to complete their graduation requirements.

At ESA, we believe students should be challenged intellectually, socially and emotionally. The PBATS, Rountables (the 9th and 10th grade exhibition of student mastery of skill and content), and interim assessments are all designed for students to develop their own opinions and defend their ideas against criticism and questioning. Teaching practices, across departments, emphasize the guiding principles of the Coalition of Essential Schools and the values of the New York Performance Assessment Consortium , which include depth over breadth, student as worker/teacher as coach, demonstration of mastery, active student learning, discussion-based classrooms, and student choice. In classrooms, students can be seen working to solve problems, mastering a task, or responding to an essential question. As they work

to meet our academic standards, students experiment with ideas and have opportunities to reflect on their progress independently, with classmates, and with their teachers.

We have undertaken a number of initiatives to impact the quality of the instructional core across classrooms. Last year, based on school leaders observations, teacher feedback, and a visit to the school by consultants from the Harvard Graduate School of Education, we realized that our school needed to develop a common instructional vision for rigorous teaching and learning. In the 2014-2015 school year, we used the Authentic Instruction and Assessment: Common Standards for Rigor and Relevance in Teaching Academic Subjects (Fred Newman, et. al) to define intellectually rigorous instruction. This framed our professional development work for the Fall, 2014. In March, 2015, we conducted our first ever Instructional Rounds. A diverse group of observers were asked the following questions regarding instructional practices at ESA:

How do we increase the presence of higher order thinking and substantive conversation in our classrooms?

What content are students engaging with?

What tasks are students being asked to do?

What do you see students producing (talk can be part of this)? What questions are students being asked to discuss?

What do you hear kids saying in discussion?

What are the trends across classes with respect to HOT and SC?

What steps should we take as an administration and as a teaching community to address these trends?

Collaborative Teachers:

In 2014 - 2015, ESA successfully maximized common planning time in the school through a schedule adjustment. With the new schedule, we hold faculty meeting every week, a collaborative period every week for teachers, and have time for department meetings every other week. In addition, we held regular meetings with the Department Coordinators to set agendas for department meetings, including establishing protocols for analyzing lesson plans, project assignments, and student work.

In 2014-2015, we used the Beehive Professional Development Model to approach work to improve instruction. 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 Beehive Professional Development Model, teachers identified a POP. Teachers were then organized in to groups, across disciplines, called Beehives. In their Beehives, teachers refined their POP based on feedback from colleagues; identified actionable steps to take in their classrooms; shared results after implementing their steps; received more feedback from the Beehive, and then developed new interventions. Each teacher analyzed the impact of their intervention and reflected on the process and next steps in a roundtable presentation of their work to their colleagues.

In addition to Beehives, we conducted a process we call "Professional Conversations" in department meetings. This served as an opportunity for teachers to collaborate with and receive feedback from their department members around work being done towards the school wide goal of raising the level of intellectual rigor in instruction. The majority of teachers in the school presented as a part of the Professional Conversation process and all teachers participated in several Professional Conversations as collaborators.

The result of the use of Professional Conversations in department meetings was that we met our goal, that over 75% of teachers were effective or highly effective (as evaluated using the Danielson Rubric) in their area of focus by midyear.

Elements of the Framework for Great Schools: Key areas of focus for 2015-2016:

Rigorous Instruction: Based on observer feedback in the instructional rounds process, we identified next steps for the school in regards to rigorous instruction. We have articulated a schoolwide Problem of Practice, which will drive professional development next year: **Planning for Rigor: How do we engineer opportunities for students to demonstrate HOT and SC in our daily lesson plans?**

Supportive Environment: We will introduce the Restorative Justice model to the school community to continue to develop alternative approaches to traditional consequences for discipline infractions, beyond intensive peer mediation.

Effective School Leadership: School leaders will hold beginning, mid, and end of year teacher meetings- ensuring that feedback is adjusted to reflect teacher progress towards goals, which will ultimately allow school leaders to reflect more deeply on practice and support professional growth over time.

02M294 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	363	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	2	# Drama	2
# Foreign Language	15	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	64.4%	% Attendance Rate			86.8%
% Free Lunch	66.2%	% Reduced Lunch			7.2%
% Limited English Proficient	3.7%	% Students with Disabilities			24.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			32.4%
% Hispanic or Latino	50.7%	% Asian or Native Hawaiian/Pacific Islander			5.4%
% White	7.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.22	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.8%	% Teaching Out of Certification (2013-14)			18.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			4.02
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	45.3%	Mathematics Performance at levels 3 & 4			s
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	87.7%	% of 2nd year students who earned 10+ credits			92.8%
% of 3rd year students who earned 10+ credits	81.1%	4 Year Graduation Rate			71.3%
6 Year Graduation Rate	77.6%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

We received a rating of “Excellent” in response to the question “How interesting and challenging is the curriculum?” on the 2013 -14 Snapshot, and 91% of those surveyed responded positively to questions about rigorous instruction on the 2014-15 School Survey. According to our 2013-2014 School Quality Snapshot, 88% of students in the 9th grade and 93% of students in the 10th grade earned enough credits to be on track for high school graduation. However, that same year, our graduation rate was 71%. In addition, in our most recent School Quality Review (2013-2014), the reviewer wrote that “opportunities for students to challenge each other’s thinking, expand on each other’s ideas, or generate their own questions in whole group discussions were not in evidence in the portions of the lessons observed thereby resulting in fewer opportunities for students to take ownership of or extend their learning and to attain greater levels of engagement.” Based on the disparity between our rates of credit accumulation and our high school graduation, the SQR feedback (SQR component 1.2), school leaders’ classroom observations, teacher feedback, and a visit to the school by consultants from the Harvard Graduate School of Education, we identified the need to develop a common instructional vision for rigorous teaching and learning to increase levels of student engagement and thereby improve student achievement. In the 2014-2015 school year, we used the Authentic Instruction and Assessment: Common Standards for Rigor and Relevance in Teaching Academic Subjects (Fred Newman, et. al) to define intellectually rigorous instruction. Midyear, we conducted the school’s first-ever Instructional Rounds, the purpose of which was to receive feedback from a diverse group of observers on instructional practices at ESA. It also served as a checkpoint on the effectiveness of our PD this year, helped us to identify next steps for the school in regards to instruction, and helped us to continue to reflect deeply on instructional practice at ESA. Based on feedback from the instructional rounds, we identified next steps for the school in regards to rigorous instruction. We have articulated a school-wide Problem of Practice (POP), which will drive professional development for the 2015-16 year: How do we engineer opportunities for and increase intellectual rigor in our daily instruction?

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Our goal will be for 80% or more of teachers to implement instructional strategies for enhanced student questioning and engagement in discussion by June 2016. Teacher questions and student responses will be recorded during classroom evaluations and evaluated using the Danielson Rubric, specifically components 3b (Using Questioning and Discussion Techniques) and 3c (Engaging Students in Learning).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Implement the Beehive Professional Development Model to engage teachers in the overall school POP: How do we engineer opportunities for and increase intellectual rigor in our daily lessons?</p>	<p>Faculty</p>	<p>September 2015-May 2016</p>	<p>School leaders: Principal and Assistant Principal</p>
<p>Conduct Instructional Rounds midyear to: serve as a checkpoint on teacher implementation of instructional strategies to improve student participation in discussions with greater levels of productivity and engagement; and to help us to identify next steps for the school in regards to using questioning and discussion techniques and engaging students in learning.</p>	<p>School leaders, Faculty</p>	<p>February 2016</p>	<p>School leaders: Principal and Assistant Principal</p>
<p>Goldmansour and Rutherford will provide at least two whole-staff PD sessions (one in the fall and one in the spring) regarding Planning for Rigor for the Inclusive Classroom and work on an ongoing basis with members of our IEP Team. Goldmansour Rutherford is an organization that provides professional development that “supports educators to build diverse and inclusive schools.” Their work with ESA will include strategies to support the needs of students with disabilities to enhance their engagement in productive discussion.</p>	<p>Faculty and Special Populations</p>	<p>Fall, 2015; Spring, 2016</p>	<p>School leaders: Principal and IEP Team</p>
<p>At the school’s fall and spring “Back to School Night,” teachers will share their curriculum with parents and provide an example of the type of work that students might be asked to do in a class, on a daily basis.</p>	<p>ESA Families</p>	<p>Fall, 2015; Spring, 2016</p>	<p>School leaders: Principal and Faculty member in charge of planning “Back to School Night.”</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax Levy funds will be used to pay for PD sessions provided by Goldmansour as well as per session pay for staff planning the school's Beehive model. The PTA will contribute funds to the Back to School Night to assist in parent engagement. Instructional resources include: Goldmansour and Rutherford, the New York Performance Standards Consortium, Harvard Graduate School of Education's Project Zero, and Fred Newmann Authentic Instruction, Assessment and Pedagogy.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will conduct a mid-year review of teacher implementation of strategies for intellectual rigor based on classroom observations using the Danielson Rubric. This will function as a base-line for the end of year review and will also allow us to assess individual teacher needs towards meeting this goal on a school-wide level.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

ESA has always prided itself on the sense of community in the school and a strong school culture that is safe and caring. Based on the 2013-2014 School Quality Snapshot, 96% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria. We also received a Well-Developed on our 2013-2014 School Quality Review on both indicators of School Culture (1.4 and 3.4). However, we still have not developed a clear approach to creating a culture that affirms all races, genders, and sexual orientations. For this reason, we have committed next year to developing a clear vision regarding issues of diversity that will then be clearly communicated to students and families.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The goal is to create at least 5 advisory lessons regarding affirmation of race, gender, and sexual orientation in the Fall 2015; to hold a Diversity day teach-in in March, 2016; and to come up with a school-wide policy (which includes student input) regarding affirmation of race, gender and sexual orientation by the end of April, 2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Facing History and Ourselves will provide professional development around instructional strategies for teaching about race, gender, and sexual orientation.	Students	Fall, 2015	Faculty on Diversity Committee
Develop and teach series of 10 advisory lessons on affirmation of race, gender, and sexual orientation.	Students	Fall, 2015	Advisory committee/Diversity committee made up of school faculty and school leaders (Principal and Assistant Principal)
Hold a teach-in for the entire school with workshops on race, gender, and sexual orientation.	Students and their Families	March, 2016	Diversity Committee/School Leaders (Principal and Assistant Principal)
Develop a school-wide vision statement, with students and faculty, on how ESA will affirm students and their families' race, gender, and sexual orientation, which will be shared with ESA families.	Students, Families, Faculty	April/May, 2016	Diversity Committee/School Leaders (Principal and Assistant Principal)

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session pay will go to the advisory and diversity committees to prepare lessons to share with entire staff. There will be one schedule adjustment in March for the teach-in; otherwise the instructional goal will be met during advisory period. Our partner organization, Facing History, will provide us with free professional development and resources on the issues.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Our mid-point progress will be our adherence to the proposed schedule to implement the goal, i.e., have we completed what we set out to do? Finally we will compare pre-intervention and post-intervention attitude surveys with students to gauge the effectiveness of our goal in shifting their opinions on diversity.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
n/a

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

On the 2014-15 school survey, 97% of those surveyed responded positively to questions regarding effective leadership, as compared to 82% citywide. However, in the 2013-14 School Quality Review Report, the reviewer said that the “school leaders’ feedback is not always aligned to collaboratively set teacher goals, or adjusted to reflect teacher’s progress toward addressing actionable steps suggested in prior observations. This limits opportunities for school leaders to reflect more deeply on practice and support professional growth over time.” Given this feedback, school leaders need to insure that post-observation feedback, as well as feedback given in beginning, mid and end of year meetings, is aligned to teacher goals and is adjusted to reflect teacher progress towards these goals.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will implement a professional development plan and will host post-observation conferences that build teachers capacity in their area of focus so that 75% or more of teachers will be effective or highly effective in their area of focus, as measured by the Danielson Rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
School leader meets with teachers at the start of the year to identify an area of focus based on the previous year's work.	Faculty	September, 2015	School leader
School leader insures that feedback from observations addresses teacher's area of focus.	Faculty	Ongoing, October 2015 - May 2016	School leader
School leader attends three workshops about building an Inclusive Classroom, organized by Goldmansour Rutherford. Thereby insuring that these strategies are shared with teachers in observation meetings.	School leader, faculty, special populations	Sepetember 2015 - June, 2016	School leader
School leader meets with teachers at midyear to discuss teacher work around area of focus and to make adjustments to area of focus, if necessary.	Faculty	January, 2016	School leader
School leader meets with teachers at end of year to review work over the course of the year, review documentation related to work around the area of focus, and to provide related feedback.	Faculty	June, 2016	School leader

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>The principal and assistant principal will provide the structures necessary to implement the strategy. Also, the office manager will help to plan and assist the principal with gathering documentation, scheduling meeting, etc. The schedule has been adjusted to insure that departments meet on a biweekly basis and that the faculty meets every week, which will allow for teachers to continue to work on their focus area in collaboration with their colleagues. Instructional resources are available for teachers, based on their area of focus, which includes funding for professional conferences outside of the school and coverage provided so that teachers may visit other classrooms at ESA and/or visit another school.</p>											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016, we will conduct a mid-year review of teacher scores based on classroom observations using the Danielson Rubric. This will function as a base-line for the end of year review and will also allow us to assess individual teacher needs towards meeting this goal on a school-wide level.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
n/a

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<p>Advisor mandates services to students who are receiving Incomplete in any subject. Students are given a log sheet to document the number of times they have gone to office hours or after-school study hall.</p> <p>Additionally, diagnostic exams before students enter the school to assess literacy needs.</p>	<p>Students are served in 4 ways:</p> <p>1) Literacy Intervention courses which meet 4 times a week for students who read significantly below reading level. Courses are:</p> <ul style="list-style-type: none"> • Wilson , for students who read at grade levels K-3 (capped at 6 students), • Just words , for students who read at grade levels 4-8 (capped at 10 students). <p>2) ICT courses for students who are mandated by IEP and student performance.</p> <p>3) Every student in the school has an advisor who meets with the students in small groups several times a week. The advisor serves as the student’s academic counselor and is in contact with the family should the</p>	<p>Small group and one-to-one tutoring</p>	<p>Before, during and after the school day;</p> <p>Saturday morning</p>

		<p>student seem to need additional support.</p> <p>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.</p> <p>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.</p>		
<p>Mathematics</p>	<p>Advisor mandates services to students who are receiving Incomplete in any subject. Students are given a log sheet to document the number of times they have gone to office hours or after-school study hall. Additionally, diagnostic exams before students enter the school to assess numeracy needs.</p>	<p>Students are served in four ways:</p> <p>1) Push in/pull out services provided by Special Education teachers as mandated by IEPs and student performance.</p> <p>2) ICT courses for students who are mandated by IEP and student performance.</p> <p>3) Every student in the school has an</p>	<p>Small group and one-to-one tutoring</p>	<p>Before, during and after the school day; Saturday morning</p>

		<p>advisor who meets with the students in small groups several times a week. The advisor serves as the student's academic counselor and is in contact with the family should the student seem to need additional support.</p> <p>4) 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.</p> <p>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.</p>		
Science	<p>Advisor mandates services to students who are receiving Incomplete in any subject. Students are given a log sheet to document the number of times they have gone to office</p>	<p>Students are served in four ways:</p> <p>1) Push in/pull out services provided by Special Education teachers as mandated by IEPs</p>	<p>Small group and one-to-one tutoring</p>	<p>Before, during and after the school day; Saturday morning</p>

	<p>hours or after-school study hall.</p>	<p>and student performance.</p> <p>2) ICT courses for students who are mandated by IEP and student performance.</p> <p>3) Every student in the school has an advisor who meets with the students in small groups several times a week. The advisor serves as the student's academic counselor and is in contact with the family should the student seem to need additional support.</p> <p>4) 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.</p> <p>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</p>		
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		during the spring semester.		
Social Studies	Advisor mandates services to students who are receiving Incomplete in any subject. Students are given a log sheet to document the number of times they have gone to office hours or after-school study hall..	<p>Students are served in four ways:</p> <p>1) Push in/pull out services provided by Special Education teachers as mandated by IEPs and student performance.</p> <p>2) ICT courses for students who are mandated by IEP and student performance.</p> <p>3) Every student in the school has an advisor who meets with the students in small groups several times a week. The advisor serves as the student's academic counselor and is in contact with the family should the student seem to need additional support.</p> <p>4) 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.</p> <p>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</p>	Small group and one-to-one tutoring	Before, during and after the school day; Saturday morning

		<p>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.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Advisors and classroom teachers recommend students who either have expressed a wish to receive counseling services or who exhibit warning signs of poor mental health to the social work team. Additionally, mandated students are provided services per their IEP.</p>	<ul style="list-style-type: none"> • There are two school based support psychologists shared by the five schools in our building who is available to assess students as needed. • Students are seen for regular counseling sessions as individuals, and for group sessions as mandated by IEPs, and based on recommendations of staff and families. Students can also indicate a desire to receive counseling directly to a counselor and accommodations will be made within the school, • 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 	<p>Individual and Group sessions</p>	<p>Before, during and after the school day</p>

		<p>students in the school.</p> <p>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</p>		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>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. We are a member of the university's network, which gives us access to job fairs, etc. and allows 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. As a result, we 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.</p> <p>Our school has a hiring committee which follows thoughtfully developed protocols and interview guidelines 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 through 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.</p> <p>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.</p> <p>Additionally, we support teachers at ESA in seeking outside PD opportunities by providing funds for workshops offered by the Academy for Teachers, paying for conference fees, etc.</p>

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.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, 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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

N/A

4b. 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.

At Essex Street Academy, the ultimate standard for rigor for both teacher and student is the process of completing the graduation requirements that have been designed by the teachers, and continually updated, in alignment with the New York Performance Assessment Consortium. These performance tasks demand that the students demonstrate mastery in discipline specific skills developed over four years of academic work at Essex Street Academy. Students complete graduation requirements (PBATs) in Literature, Social Studies, Math, Science, and Art. For each of these projects (an analytical essay in literature, a social studies research paper, an extended or original science experiment, problem solving at higher levels of mathematics, and work in a series in art), students complete an extensive piece of writing, and an oral defense, presenting their work to a panel made up of teachers, students, and an outside evaluator. All of the PBATs are evaluated using Consortium rubrics for writing and oral presentations. This rigorous approach demands that students synthesize and apply the content and skills that they have learned in each discipline to an authentic task. Further, they must demonstrate mastery “on demand” in front of a group of people. Students begin to prepare for these PBATs when they enter ESA.

At ESA, we work as a staff to ensure that students develop the skills required to complete the graduation requirements associated with each academic department. Every course at ESA is designed by ESA’s teachers, using a common curriculum plan, which then guides their lesson planning. The plan insures that teachers: construct their curriculum using the Habits of Mind as a framework (use of evidence, analysis, making connections, and taking risks), design courses around essential questions or inquiry, define skill and content standards that students are expected to master, develop PBATs and interim assessments to assess student mastery, differentiate assignments based on process, product, and content, and develop lesson plans that ensure that students will develop the content and skill standards. Students in grades 9/10 are mastering the skills needed as the foundation for success in Senior Circle courses, while student in grades 11/12 (Senior Circle) are mastering the skills needed to complete their graduation requirements.

At ESA, we believe students should be challenged intellectually, socially and emotionally. The PBATs, Roundtables (the 9th and 10th grade exhibition of student mastery of skill and content), and interim assessments are all designed by teachers for students to develop their own opinions and defend their ideas against criticism and questioning. Teaching practices, across departments, emphasize the guiding principles of the Coalition of Essential Schools and the values of the New York Performance Assessment Consortium , which include depth over breadth, student as worker/teacher as coach, demonstration of mastery, active student learning, discussion-based classrooms, and student choice. In classrooms, students can be seen working to solve problems, mastering a task, or responding to an essential question. As they work to meet our academic standards, students experiment with ideas and have opportunities to reflect on their progress independently, with classmates, and with their teachers.

Teachers track student mastery of skill and content standards using Jumprope, the school’s student information system. To meet this goal, teachers enter their assessment data in to Jumprope on an ongoing basis. Teachers then track student progress and adjust instruction based on this data. Professional development includes time in faculty meeting dedicated to teaching teachers how to accurately report student mastery of content and skill standards using Jumprope and on how to use Jumprope to identify student performance on skill and content standards, which then is used to drive instruction based on students individual needs.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **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 '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	160,320.00	X	Sections 5A: Framework for Great Schools Element - Rigorous Instruction; 5B: Framework for Great Schools Element - Supportive Environment; 5D: Framework for Great Schools Element - Effective School Leadership
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,134,639.00	X	Sections 5A: Framework for Great Schools Element - Rigorous Instruction; 5B: Framework for Great Schools Element - Supportive Environment; 5D: Framework for Great Schools Element - Effective School Leadership

¹Explanation/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.

²The **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 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 an 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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;

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

- holding a biannual Title I Parent Curriculum back to school night 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;
- hosting educational family events/activities during Student-Led Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association by giving parents the opportunity to attend virtual PA meetings using online conferencing tools;
- 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 Jump rope, 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 rigorous 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

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 ENL teacher, and one parent.

Principal Erin Carstensen	Assistant Principal Wallace Simpson
Coach Denise Petrillo	Coach Caitlin Thomas
ENL (English as a New Language)/Bilingual Teacher John Shafer	School Counselor Jenny McCue
Teacher/Subject Area Stacy Blair/Foreign Language	Parent Helen Greenberg
Teacher/Subject Area Monique Velazquez/Social Studi	Parent Coordinator Gabriel Fermin
Related-Service Provider Alex Schmerge	Borough Field Support Center Staff Member type here
Superintendent Kathy Pelles	Other (Name and Title) Nick Tapino/Foreign Language

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	394	Total number of ELLs	21	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										0	0	0	0	0
Dual Language										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	10
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	10

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	4	0	0	7	0	3	10	0	7	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										5	3	2	2	0
Chinese										0	4	2	1	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										1	1			0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										0	0	0	0	0
Emerging (Low Intermediate)										0	0	0	1	0
Transitioning (High Intermediate)										0	3	0	0	0
Expanding (Advanced)										5	3	3	1	0
Commanding (Proficient)										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	7		7	
Integrated Algebra/CC Algebra	0			
Geometry/CC Algebra	0			
Algebra 2/Trigonometry	0			
Math _____	0			
Chemistry	0			
Earth Science	0			
Living Environment	0			
Physics	0			

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0			
Geography	0			
US History and Government	0			
LOTE	0			
Government	0			
Other _____	0			
Other _____	0			
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

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

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

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

All resource materials in content area are also used from the Resource Room library. Students in ESL are asked to share in their native language at times to help relate their prior knowledge to teaching in the classroom. This helps build a platform for learning

through participation and a sense of involvement. Multicultural expression is promoted to enhance the students experience in language learning. Lessons in ESL include multicultural input to provide a sense of tolerance and acceptance to the many different cultures in New York City Schools and give the students a sense of belonging in the classroom.

We have composed a team of twelve members to execute our Language Allocation Policy (LAP) for 2015-2016 school year. The team members include Principal-Erin Carstensen, Assistant Principal Wallace Simpson, ELL Coordinator-Denise Petrillo, Classroom Teacher-John Shafer, Classroom Teacher-Nick Tapino, Classroom Teacher-Caitlin Thomas, Classroom Teacher- Stacy Blair, Classroom Teacher-Monique Velazques, Related Service Provider- Alex Schmerge, Parent Coordinator- Gabriel Fermin, Social Worker- Jennifer McCue, and Parent Helen Greenberg. The designated ESL teacher is John Shafer.

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.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Students in the higher grades perform(10th & 11th grade) better on school assignments than students who are in the lower grade.(9th grade). The teachers use 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. Student perform better when 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.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
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.
4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 - a. Students in the higher grades perform(10th & 11th grade) better on school assignments than students who are in the lower grade.(9th grade)
 - b. The teachers use 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.
 - c. Student perform better when 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.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
The students' NYSESLAT/NYSITELL scores are assessed to build curriculum used in each class. Classes are conducted with group and individual activities. The classroom activities rotate between listening, speaking, writing, and reading skill enhancement. The activities involve read aloud activities-group discussions and listening exercises. The students are grouped according to their shared academic classes for focused instruction in their content areas. Some of the resources that are used in the ESL program include but are not limited to The Teaching of Language Arts to Limited English Proficient/ELL:
6. How do you make sure that a student's new 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 target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

N/A

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

If the responses indicate that a student may be an ELL, the coordinator administers the NYSITELL, a test used to determine initial entitlement. The NYSITELL 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 NYSITELL. 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

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

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.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

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.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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 NYSITELL 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

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

If the responses indicate that a student may be an ELL, the coordinator administers the NYSITELL, a test used to determine initial entitlement. The NYSITELL 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 NYSITELL. 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.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. 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

9. Describe how your school ensures that placement parent notification letters are distributed. 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

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). 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

11. 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.

Essex Street Academy is a small school serving a diverse population of students in grades 9-12, including ELLs. The school follows the Children's First initiative using a balanced approach to education that builds educational excellence. Our ESL curriculum is tailored towards individualized instruction, addressing student strengths and weaknesses. One class meets every day during the regular schedule; a second class is a literacy support class that meets four times a week; and a third class meets during our extended school, three times a week. The focus of all three classes is on writing and reading strategies to ensure that students who experience difficulty mastering the advanced or proficient levels of the academic achievement standards are provided with supplemented effective, assistance in a timely manner. Throughout the period of executing the curriculum, there are a series of perpetual formative assessments which monitor areas of both proficiency and deficiency, resulting in prompt and effective remedial instruction which can sometimes lead to recommendation for isolated focus provided by one on one tutoring. Two weeks into each semester teachers provide a detailed report, a summative assessment, reflecting student progress and gains as well as any signs of regression. If some students are not independently negotiating the learning standards and the measurable outcomes, then they are promptly mainstreamed into our daily intervention sessions which they must attend on a daily basis until such time that their performance in their courses are deemed satisfactory. Additionally, students take part in formal monthly summative assessments ensuring the parallel of student performance with that of the stated grade level expectations.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Students identified as needing ESL services receive support through a Free- Standing English as a Second Language Program, which has been the unilateral program of choice designated on the Program Selection forms. Students receive the required number of units

of instruction (based on CR Part 154) as determined by NYSITELL and NYSELSAT scores and teacher input. This ensures that students get the services and support they need to achieve academic success. The goals of the ESL program are to provide academic instruction using language- learning strategies, support students' instructional comprehension with native language, incorporate ELL strategic instruction in curriculum areas to deepen comprehension, and help students meet or exceed standards. To achieve these goals, a ELL Coordinator works both with students and collaboratively with ELA and bilingual teachers to ensure that students receive the best instruction possible.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 1. The organizational models followed at Essex Street Academy are a combination of push-ins and pull-outs from both General and CTT classes. The classes are comprised of students of mixed proficiency levels. To ensure that the mandated number of instructional minutes is provided according to proficiency levels, the ESL teacher meets with the team to develop a schedule that accommodates the mandated minutes. Per CR Part 154.2, Beginning ESL students receive 580 minutes of ESL instruction 3 units per week; Low Intermediate ESL students receive 360 minutes of ESL instruction 2 units per week; Intermediate/Advanced students receive 180 minutes of ESL instruction 1 unit per week; and Proficient students continue to receive ESL instruction for two year after they have reach the proficient level.
 - b. TBE program. *If applicable.*
Not applicable
 - c. DL program. *If applicable.*
Not applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In order to best serve our ESL students while maintaining appropriate relevancy to the content areas, the ESL teacher meets with the team and the department coordinators to develop a comprehensive curriculum which both addresses the content being covered in class as well as adapts and modifies content when necessary. As Essex Street Academy provides a free- standing ESL program to its ESL population, the majority of instruction is delivered in English.
3. Describe how core content is delivered in each program model. 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 uses a hands-on workshop model in ELA that provides students with the opportunity to explore literacy in both reading and writing across content areas. Through the use of targeted mini- lessons and conferring, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the Standards of becoming independent, self- directed learners. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small- group targeted instruction to support their learning. In addition, ELL students use multi- media tools to enhance their understanding of vocabulary, reading and writing. Technology aids such as Smart Boards, Google Docs, word processors, Power Point presentations and videos contribute to building strong literacy skills.

4. How do you ensure that ELLs are appropriately evaluated in their home 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?

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 50-minute periods each week. The class is offered in addition to whole class settings. The students' NYSESLAT scores are assessed to build curriculum used in each class. Classes are conducted with group and individual activities.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Differentiated instruction is acknowledged amongst ELL subgroups. To ensure learner success, each student is assessed by the ELL Coordinator and team teachers, and his or her needs are identified. Teachers work in small groups with these students to provide the necessary instruction for meaningful, autonomous learning. Our staff is trained in using differentiation strategies and tools to support students at the various levels. We offer core and elective courses that challenge students to develop their own ideas. With an emphasis on project-based learning, students spend their four years developing a portfolio that best reflects their intellectual growth. Students learn the skill of making an argument supported by evidence by doing: designing and conducting experiments, developing a historical thesis, analyzing works of literature through a critical lens, developing mathematical solutions and proofs to problems encountered. We believe in developing students' ability to apply sophisticated skills to solve complex problems. Our students are active, not passive, and will graduate from our school confident in their ability to tackle any problem they encounter.

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

- a. Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities are given to SIFE.
- b. The instructional day at ESA is longer than mandated. We offer tutoring and enrichment activities after and before school Monday, Wednesday, 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 Former ELL teachers meet to plan lessons and identify specific strategies to be used to support the development of the skills needed for these students.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small- group targeted instruction to support their learning. In addition, ELL students use multi- media tools to enhance their understanding of vocabulary, reading and writing. Technology aids such as Smart Boards, Google Docs, word processors, Power Point presentations and videos contribute to building strong literacy skills.

8. 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

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

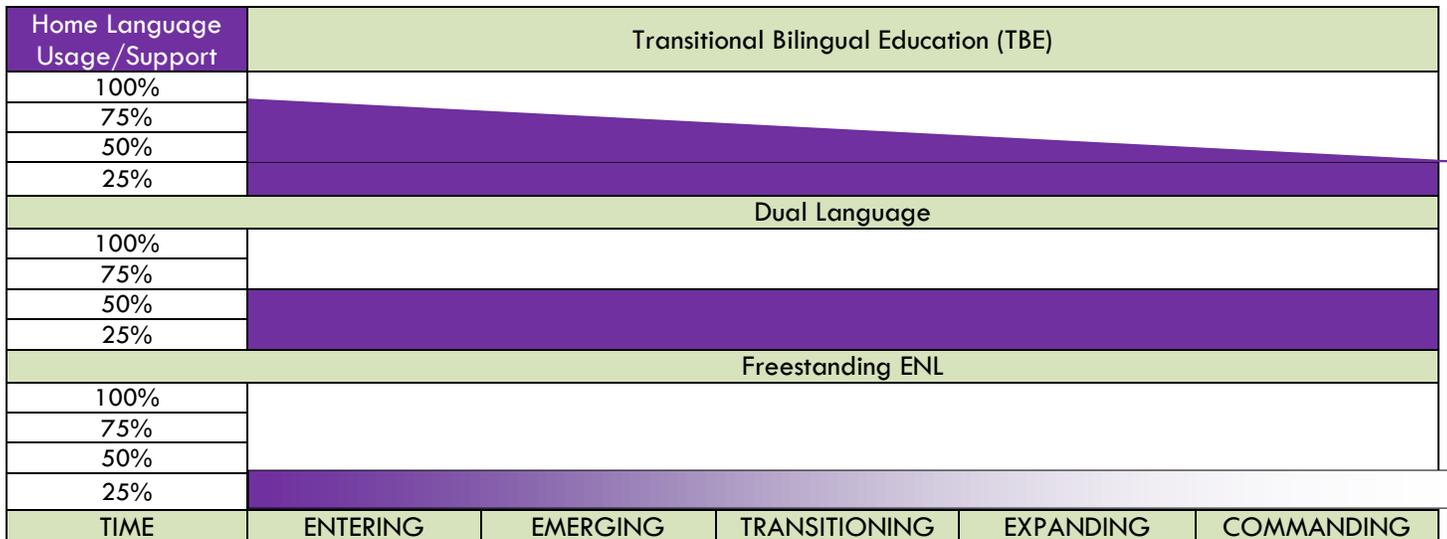


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
1. Push in/pull out services provided by teachers as mandated by CR Part 154.2 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 and before 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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The individualized understanding of a student's academic abilities that are afforded by the small class sizes at ESA, and the project based approach described above in this section enable the staff at ESA to tailor instruction to meet the needs of the individual. Advisors help make individualized academic plans a reality for students in consultation with families, helping to establish priorities and steer students towards additional help where needed. In the first year students who reach proficiency on the NYSESLAT exam will only have one class of support to ensure they remain in good academic standards. In the second year of reaching proficiency they will be supported by a check in support class to revive work. Staff at ESA provide after school assistance in all core subjects four days a week for 150 minutes enabling students to get the individualized attention they need to do their best work.
12. 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.
13. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued.
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- As ESA provides a free-standing ESL program to its ESL population, the majority of instruction is delivered in English. Additionally, during the regular school day ESA offers Spanish and French language electives courses that challenge students to develop their own ideas.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- All required services support and resources correspond to ELLs' ages and grade levels
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- Students entering the ELL program are given the Home Language Survey. This is followed by the NYSITELL and the Spanish NYSITELL (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.

19. What language electives are offered to ELLs?

During the regular school day ESA offers Spanish and French language electives and after school we plan to offer Italian and Portuguese 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.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

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

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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

We have opened, with the help of the Greenwich Village Youth Council and NYU, a community center in the school building on weekends. The community center offers ESL families centralized, and familiar access to a variety of social services. In addition to academic and social activities, the community center offers family counseling in Spanish and English at the school on an as-needed basis.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

At ESA, all students' especially 9th graders 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.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

. 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.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

The ELL Coordinator and the Parent Coordinator set up a meeting for those parents whose children are ELL students. Parents are instructed about the different programs offered by the school, and given the opportunity to participate with their children. It is explained to the parents that our school is only able to offer the program in English and Spanish but can make arrangements for students whose parents request a different language to participate in programs given by other schools with the needed language. These programs/ classes are conducted with small group and individual activities. The classroom activities rotate between listening, speaking, writing, and reading skill enhancement.

During the fall and spring orientations, Parents are instructed about the different programs offered by the school. A letter is sent home and a phone call made to ensure that parents are aware of this meeting and to inform them that the program placement is determined by both parents' choice together with program availability. The parents fill out forms that 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.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
The teacher serves as the student's academic counselor and is in contact with the family when the student seems to need additional support. Native language resources are available in Spanish and we are currently updating our library to meet the needs of the other ELL students. Most ELL parents are yet to be involved in any of the schools committees/programs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We have opened, with the help of the Greenwich Village Youth Council and NYU, a community center in the school building on weekends. The community center offers ESL families centralized, and familiar access to a variety of social services. In addition to academic and social activities, the community center offers family counseling in Spanish and English at the school on an as-needed basis. Additionally, Educational software will be considered for the upcoming school year. 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.
5. How do you evaluate the needs of the parents?

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

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

The parents fill out a survey to address their needs and concerns in their native language.

D. Additional Information

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

Paste response 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. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Erin Carstensen	Principal		7/1/15
Wallace Simpson	Assistant Principal		7/1/15
Gabriel Fermin	Parent Coordinator		7/1/15
Stacy Blair	ENL/Bilingual Teacher		7/1/15
Helen Greenberg	Parent		7/1/15
Monique Velazquez/Social	Teacher/Subject Area		7/1/15
John Shafer/ELA	Teacher/Subject Area		7/1/15
Denise Petrillo	Coach		7/1/15
Caitlin Thomas	Coach		7/1/15
Jennifer McCue	School Counselor		7/1/15
Kathy Pelles	Superintendent		7/1/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M294** School Name: **Essex Street Academy**
Superintendent: **Kathy Pelles**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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. Most parents prefer both written and oral communication in their native language, which are currently Spanish, Chinese.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

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

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The ELL Coordinator and the Parent Coordinator set up a meeting for those parents whose children are ELL students. Parents are instructed about the different programs offered by the school, and given the opportunity to participate with their children. It is explained to the parents that our school is only able to offer the program in English, Spanish and Chinese but can make arrangements for students whose parents request a different language to participate in programs given by other schools with the needed language. These programs/ classes are conducted with small group and individual activities. The classroom activities rotate between listening, speaking, writing, and reading skill enhancement.

During the fall and spring orientations, Parents are instructed about the different programs offered by the school. A letter is sent home and a phone call made to ensure that parents are aware of this meeting and to inform them that the program placement is determined by both parents' choice together with program availability. The parents fill out forms that 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.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The teacher serves as the student's academic counselor and is in contact with the family when the student seems to need additional support. Native language resources are available in Spanish and we are currently updating our library to meet the needs of the other ELL students. Most ELL parents are yet to be involved in any of the schools committees/programs.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

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

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

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 NYSITELL, a test used to determine initial entitlement. The NYSITELL 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 NYSITELL. 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.