2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 02M294
School Name: ESSEX STREET ACADEMY
Principal: WALLACE SIMPSON
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name: Essex Street Academy</th>
<th>School Number (DBN): 02M294</th>
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<tbody>
<tr>
<td>BEDS Code: 310200011294</td>
<td></td>
</tr>
<tr>
<td>Grades Served: 9-12</td>
<td></td>
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<tr>
<td>School Address: 350 Grand Street NY, NY 10002</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 212-475-4773</td>
<td>Fax: 212-674-2058</td>
</tr>
<tr>
<td>School Contact Person: Agustina Cordes</td>
<td>Email Address: <a href="mailto:agustina@essexstreetacademy.org">agustina@essexstreetacademy.org</a></td>
</tr>
<tr>
<td>Principal: Wallace Simpson</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Cynthia Ware</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President: Sandy Lawrence</td>
<td></td>
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<tr>
<td>SLT Chairperson: Sharryn Kashmir</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): KatherineMechner</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s): Sky Benton</td>
<td>Leila Dejesus</td>
</tr>
<tr>
<td>CBO Representative: NA</td>
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</tbody>
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District Information

<table>
<thead>
<tr>
<th>Geographical District: 2</th>
<th>Superintendent: KathyRehfield-Pelles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: 335 Adams Street, Room 508, Brooklyn, NY 11201</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:Krehfield@schools.nyc.gov">Krehfield@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-923-5181</td>
<td>Fax: 718-935-5941</td>
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</table>

Field Support Center (FSC)
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wallace Simpson</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Cynthia Ware</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Sandy Lawrence</td>
<td>*PA/PTA President or Designated Co-President</td>
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</tr>
<tr>
<td>Eris-Johnson Smith</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Katherine Mechner</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Sky Benton</td>
<td>Student Representative (<strong>optional for elementary and middle schools; a minimum of two members required for high schools</strong>)</td>
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</tr>
<tr>
<td>Lêila DeJesus</td>
<td>Student Representative (<strong>optional for elementary and middle schools; a minimum of two members required for high schools</strong>)</td>
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</tr>
<tr>
<td>CBOR</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>**Member/</td>
<td></td>
</tr>
<tr>
<td>Nicola Tapino</td>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Sharryn Kasmir</td>
<td>Elected Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
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<td>--------------------------------------------</td>
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</tr>
<tr>
<td>Carine Hodges</td>
<td>Elected Parent</td>
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<td></td>
<td>Elected Parent</td>
<td></td>
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<td></td>
<td>Member/Student Representative</td>
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<td>Member/Student Representative</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

#### 1. What is your school’s mission statement?

**Mission Statement:** At Essex Street Academy, our mission is to engage students in meaningful learning and prepare them to realize productive lives and contribute to the greater good of the world around them.
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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.

43% of ESA’s students identify as Latino and 37% as African-American.

**Strategic collaborations/partnerships and/or special initiatives being implemented:** At ESA, we are currently celebrating accomplishments in several endeavors. Our current focus is to increase student voice in the school community and create opportunities for students to contribute to school leadership by, in addition to other initiatives, having students produce our bi-monthly town hall meetings. To achieve our goal of promoting student voice in school culture, we hired a community director two years ago, who oversees our numerous initiatives to further strengthen student and parent involvement. Students also rolled out ESA Core Values this year as a result of collaborate work with the social work department, community director and a group of 10 dedicated student leaders.

ESA has a well-developed foreign language department with advanced course offerings. We offer two 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. Our third cohort of French student ambassadors travelled to France study French language and culture near Lyon at the Lycee Camille Corot this past spring. 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. The program was started by our French teacher in 2014 and has continued with the support of donors and extensive fund raising by our students. Our program received students from France for the first time this past year.

Essex Street Academy offers a rich College-bound Program to help to prepare students for college. Starting in the 11th 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 college-bound 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. Through our partnership with CARA, College Access-Research and Action, we have a college coach, whose role is to assist students in every step of the college application and enrollment process. This past year we have started offering one-day college trips out of town.

The school’s primary partner organization is Greenwich Village Youth Council (GVYC). 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 Volunteers of Legal Services and Parson's School of Design. Students also have the opportunity to take college level courses through BMCC’s College Now program.

Essex Street Academy offers students a robust enrichment program, free of charge to ESA students. Four 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:
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, Round tables (the 9 th and 10 th 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, now defunct, 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. In the 2014-2015 school year, we began to use 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 2014-2017 school years and will continue to frame this current year. Recognizing that our instructional practices were not as effective as we wanted them to be to meet the need of our most struggling learners, our school’s focus is on ensuring that inclusive practices are guiding teaching and learning in our classrooms while maintaining a rigorous learning environment for all students.

Collaborative Teachers:

In 2014 - 2018, 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 Department Coordinators to set agendas for department meetings, including establishing protocols for analyzing lesson plans, project assignments, and student work.

In 2014-2017, 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 round table 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.

3. Describe any special student populations and what their specific needs are.

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. 4% 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. 25% 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. Two years ago, we hired an additional special education teacher who is providing coaching to general education teachers to ensure that all classroom teachers are meeting the learning needs of our diverse population.

4. Identify 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.

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.

Elements of the Framework for Great Schools: Key areas of focus for 2018-2019:
**Rigorous Instruction:** We have articulated a schoolwide Problem of Practice, which will drive professional development next year: *Looking ahead: What does it for ESA to be a progressive school? How can collaboration amplify our goals for learning?*

**Supportive Environment:** We will introduce a student-driven peer mediation program to the school community to continue to develop alternative approaches to student conflicts in our effort to reduce student suspensions and discipline infractions.

**Effective School Leadership:** School leaders will hold professional development sessions, designed in collaboration with a teacher development team, that will foster interdisciplinary collaboration to support teachers in a variety of areas that impact their growth as growth as teachers, including curriculum design, discipline and classroom management, and unit planning.
## School Demographics and Accountability Snapshot for 02M294

### School Configuration (2018-19)
- **Grade Configuration**: 09,10,11,12
- **Total Enrollment (2017-18)**: 340
- **SIG Recipient (Y/N)**: No

### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 1
  - # SETSS (ELA): 26
  - # Integrated Collaborative Teaching (ELA): 101
- **# Special Classes (Math)**: 1
  - # SETSS (Math): 22
  - # Integrated Collaborative Teaching (Math): 102

### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 10
- **# Music**: 3
- **# Drama**: 3
- **# Foreign Language**: 8
- **# CTE**: N/A

### School Composition (2017-18)
- **% Title I Population**: 69.0%
- **% Attendance Rate**: 87.0%
- **% Free Lunch**: 65.6%
- **% Reduced Lunch**: 3.5%
- **% Limited English Proficient**: 3.5%
- **% Students with Disabilities**: 26.2%

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 1.5%
- **% Black or African American**: 36.2%
- **% Hispanic or Latino**: 40.9%
- **% Asian or Native Hawaiian/Pacific Islander**: 3.2%
- **% White**: 5.9%
- **% Multi-Racial**: 8.8%

### Personnel (2015-16)
- **Years Principal Assigned to School**: 2.83
- **# of Assistant Principals**: 2
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 0%
- **% Teaching with Fewer Than 3 Years of Experience**: 8%
- **Average Teacher Absences**: 5.1

### Student Performance for Elementary and Middle Schools (2017-18)
- **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 (2016-17)
- **ELA Performance at levels 3 & 4**: 87%
  - Mathematics Performance at levels 3 & 4: 12%
- **Global History Performance at levels 3 & 4**: 82.5%
- **US History Performance at Levels 3 & 4**: 1%
- **4 Year Graduation Rate**: 96.7%
- **6 Year Graduation Rate (2011 Cohort)**: 86.7%
- **Regents Diploma w/ Advanced Designation**: 0.0%
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

### Overall NYSED Accountability Status (2018-19)
- **Reward**: No Recognition
- **In Good Standing**: Yes
- **Local Assistance Plan**: No
- **Focus District**: Yes
- **Focus School Identified by a Focus District**: No
- **Priority School**: No
- **Focus Subgroups**: N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

| Met Adequate Yearly Progress (AYP) in ELA (2016-17) | N/A |
| American Indian or Alaska Native | N/A |
| Hispanic or Latino | N/A |
| White | N/A |
| Students with Disabilities | N/A |
| Economically Disadvantaged | N/A |

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

| Met Adequate Yearly Progress (AYP) in Mathematics (2016-17) | N/A |
| American Indian or Alaska Native | N/A |
| Hispanic or Latino | N/A |
| White | N/A |
| Students with Disabilities | N/A |
| Economically Disadvantaged | N/A |

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)

| Met Adequate Yearly Progress (AYP) in Science (2016-17) | N/A |
| American Indian or Alaska Native | N/A |
| Hispanic or Latino | N/A |
| White | N/A |
| Students with Disabilities | N/A |
| Economically Disadvantaged | N/A |

### High School

#### Met Adequate Yearly Progress (AYP) in ELA (2016-17)

| Met Adequate Yearly Progress (AYP) in ELA (2016-17) | N/A |
| American Indian or Alaska Native | N/A |
| Hispanic or Latino | N/A |
| White | N/A |
| Students with Disabilities | N/A |
| Economically Disadvantaged | N/A |

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

| Met Adequate Yearly Progress (AYP) in Mathematics (2016-17) | N/A |
| American Indian or Alaska Native | N/A |
| Hispanic or Latino | N/A |
| White | N/A |
| Students with Disabilities | N/A |
| Economically Disadvantaged | N/A |

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

| Met Adequate Yearly Progress (AYP) in Graduation (2016-17) | N/A |
| American Indian or Alaska Native | N/A |
| Hispanic or Latino | N/A |
| White | N/A |
| Students with Disabilities | N/A |
| Economically Disadvantaged | N/A |

2018-19 CEP

14
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In our most recent School Quality Review (2015-2016), the reviewer wrote that, "In many classes, students are engaged in curricula-aligned challenging tasks and demonstrate higher-order thinking skills in their work products. However, in a few classes, evidence of higher order thinking was inconsistent and student ownership of their learning was not yet evident across classrooms." We addressed this need in our PD for the past three years, where we have focused on designing opportunities for students to demonstrate Higher Order Thinking, Substantive Conversation and in our daily instruction. This past year’s instructional focus was on increasing rigor in and quality in students' writing. Based on feedback and observations, we identified that while we are designing these opportunities, in our efforts to differentiate instructional practice, we need to push our most struggling students to challenge themselves by completing PBAT, the most rigorous of our formal assessments. This entails developing new ways of collaborating with one another on new and innovative instructional strategies to increase engagement. According to the 2017-2018 School Survey measures, 68% of students reported positive personal attention and support feedback. While this is above the city-wide average, we would like to improve on our numbers to support all students to succeed. 65% of students said that teachers noticed when they weren’t learning something and 70% of students said that teachers helped them catch up if they were behind. To improve on these numbers, we have articulated the following school-wide goal for improving instruction and outcomes: Looking ahead: What does it for ESA to be a progressive school? How can collaboration amplify our goals for learning?

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 first annual goal is to increase the number of students who are successfully completing PBATS in the 11th grade so that by June 2019, 80% of the junior class will have completed at least 2 academic PBATS.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Description</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement the Beehive Professional Development Model to engage teachers in the overall school POP: Looking ahead: What does it for ESA to be a progressive school? How can collaboration amplify our goals for learning?</td>
<td>Teachers</td>
<td>August 2018-October 2018</td>
<td>PD Team (School leaders, Principal and Assistant Principal, teacher leaders)</td>
</tr>
<tr>
<td>Conduct Instructional Rounds midyear to: serve as a checkpoint on teacher implementation of instructional strategies to gage the rigor and quality of student participation in discussions and written work; and to help us to identify next steps for the school.</td>
<td>School leaders, Faculty</td>
<td>February 2019</td>
<td>School leaders: Principal and Assistant Principal</td>
</tr>
<tr>
<td>Continue instructional coaching model: department coordinators will observe and debrief 2 classes a week with teachers in their department and identify areas of growth for ensuring both rigor and support for at-risk students.</td>
<td>Department coordinators and their respective subject area teachers</td>
<td>September 2018- June 2019</td>
<td>School leaders: Principal, AP and Department Coordinators.</td>
</tr>
<tr>
<td>Conduct a mid-semester review, both in the fall and spring, to identify students who are not on track towards completing at least 2 academic PBATs during the academic year, conduct parent outreach and provide obligatory office hours to said students.</td>
<td>11th grade students</td>
<td>November, 2018; March 2019</td>
<td>Promotional Review Committee, Teachers, Parents</td>
</tr>
<tr>
<td>Advisors will assist 11th grade students mid-semester in SMART Goal planning, to assist with completing the necessary work to successfully finish their PBAT work by end of the semester. Will communicate this goal to academic coach.</td>
<td>11th grade students</td>
<td>November, 2018; March 2019</td>
<td>Advisors, supported by academic coaches.</td>
</tr>
<tr>
<td>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.</td>
<td>ESA Families</td>
<td>September, 2018; February, 2019</td>
<td>School leaders: Principal and Faculty member in charge of planning “Back to School Night.”</td>
</tr>
<tr>
<td>Maintain inclusion goals by continuing the Special Education Consultation Program. Teachers meet with SPED consultant once a week and then consultants push into class once a week to model and assist with modifications to curriculum.</td>
<td>General Ed and Special ED Teachers</td>
<td>September 2018 - June 2019</td>
<td>School Leaders and Special Education Coordinator.</td>
</tr>
</tbody>
</table>
How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Advisors will be responsible for frequent communication of instructional expectations and student performance throughout the year. They will do direct outreach based on Promotional Review Committee's recommendation, for students who are not on track towards completing a PBAT each semester. Staff will train parents on how to use Jumprope, our student information portal, to identify areas of growth for their children on an ongoing basis. Students will present evidence of progress towards completing their PBATs at their student-led conferences in November and March.

**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.

The school's data specialist, Promotional Review Committee, SPED team and subject teachers will collaborate to ensure that students are working towards the goal of completing PBAT-related tasks. 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.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong></td>
<td></td>
<td><strong>X</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>X</strong></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

By January 2019, we will conduct a mid-year survey of the number of PBATs that 11th grade students successfully complete to ensure that 80% have at least one academic PBAT.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)


**Part 5c.** In **February 2019**, 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**

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

| 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 2017-2018 School Quality Snapshot, 96% of students feel safe in their classrooms. We also received a Well-Developed on our 2015-2016 School Quality Review on the indicator of School Culture (3.4). In 2017-18, we expanded our Student Voice initiatives to create a peer-mediation team. However, we still have not developed a robust system for implementing Restorative Justice practices for discipline infractions. In 2017-18, we had 15 suspensions (1 more than we had in 2016-17). Of those 15 suspensions, 11 of the suspended students were black, 8 of whom were female. We need to address this glaring disproportionality in punitive discipline. We are doing so through expanding our social work support specific groups of young men and young women of color. We are also expanding our Restorative Practices initiatives to train more teachers and train students to be a part of a RJ Youth Team in hopes of establishing a schoolwide Restorative Culture that builds the capacity of students and adults to from closer relationships and respond to harm without suspending. |

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, we will reduce the number of level 4 and 5 infractions as per NYC DOE discipline code by 15%.</td>
</tr>
</tbody>
</table>
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop Affinity Restorative Justice Youth Team</td>
<td>Whole School</td>
<td>Throughout 2018-2019</td>
<td>2 students leaders, RJ Coordinator</td>
</tr>
<tr>
<td>Articulate a vision for Restorative Culture at ESA: student and teacher programming, curriculum, measurable goals, etc.</td>
<td>Students, Teachers, and Staff</td>
<td>Summer, 2018-September 2019</td>
<td>Principal, AP, Social Worker, Deans, RJ Coordinator, Student Leaders</td>
</tr>
<tr>
<td>Train students and teachers in RJ practices</td>
<td>Teachers and students</td>
<td>August, 2018-June 2019</td>
<td>Principal, Deans, Restorative Practice Coordinator, Affinity</td>
</tr>
<tr>
<td>Develop a school-wide Restorative Justice mission statement which will be shared with ESA teachers, students, and families that includes overview of Restorative Practices, Peer Mediation, and punitive Consequences</td>
<td>Students, Families, Faculty</td>
<td>August 2018-August 2019</td>
<td>Principal, AP, Restorative Practice Coordinator, SLT</td>
</tr>
<tr>
<td>Survey students and staff to assess dispositions on school RJ culture.</td>
<td>Students and staff</td>
<td>April 2019</td>
<td>RJ Coordinator, RJ Youth Team</td>
</tr>
<tr>
<td>Conduct Disaggregated Data Analysis to ascertain whether certain sub categories of students have higher rates of infractions, e.g. race, socioeconomic status, IEP, gender.</td>
<td>Students</td>
<td>January 2019 and June 2019</td>
<td>Data Specialist and School Administration</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

- **Fall 2018:** Mission Statement mailing to parents. Include Restorative Practices vision in Open House and Orientation going forward. Include work and successes in implementing restorative practices in monthly school newsletter to parents.
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 to RJ Coordinator for planning the August PD with admin and students, and for teachers for attending the August PD days. Morningside I3 grant provides ongoing support throughout the for RJ coordinator and school selection by Affinity for RJ Youth Team provides support for developing student leaders in RJ practices.

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

<table>
<thead>
<tr>
<th></th>
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<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>X</td>
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<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

By November 2018, 2 students will be enrolled in Affinity RJ Youth Team and join SLT. In January 2019, we will compare the number of level 4 and 5 infractions in OORS this year compared to last year and assess whether we are on track towards meeting our goal of reducing these by 15%.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

In addition to the proposed scheduled for implementation, we will also compare suspension rates and the frequency and severity of disciplinary infractions in OORS from 2017-2018 to 2018-19.

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year. Feedback from our most recent quality review indicated that we are Well Developed in indicator 4.2 Teacher Teams and leadership development. In particular, the review acknowledges the effectiveness of our &quot;Beehive&quot; PD program, which differentiates PD for each discipline based on department generated Problems of Practice that align to the school-wide Area of Focus. The 2017-18 Quality guide also indicates that our teachers are highly collaborative (score of 4.67 out of 5). However, internal surveying of staff opinion indicates that, while our collaboration in department teams is a strength, we do not have enough opportunities to collaborate as a whole staff.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, the ESA Equity Working Group will plan and successfully implement 6 school-wide PD sessions focused on issues of equity in our school community.
Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft Equity PD plan including topics, texts, protocols, debriefs.</td>
<td>Students and staff</td>
<td>August 2018-June 2019</td>
<td>Equity Working Group (Principal, Restorative Practices Coordinator, AP, Social Worker, Teachers)</td>
</tr>
<tr>
<td>Essential Question will be: How can we actively work against perpetuating institutionalized oppression in our school? Will focus on school discipline practices, instructional practices, and collaboration practices. Fundamental to this work will be an examination of issues of equity among our own staff.</td>
<td>Students and staff</td>
<td>September 2018- June 2019</td>
<td>Equity Working Group and staff</td>
</tr>
<tr>
<td>Implement PD every 6 weeks throughout school year; topics covered will be: implicit bias, privilege, power, and oppression, and how these issues affect our practice at school with regards to race, class, gender, sexual orientation and special education status.</td>
<td>Students and staff</td>
<td>January 2018 and June 2019</td>
<td>Equity Working Group</td>
</tr>
<tr>
<td>Survey staff internally on effectiveness of PD and compare School Quality Guide Survey results from students and teachers on Collaboration, diverse cultural representation in instruction, and fair discipline</td>
<td>Students and Staff</td>
<td>September 2018 and June 2019</td>
<td>Equity Working Group</td>
</tr>
<tr>
<td>Conduct an attitudinal survey of students at the start of the school year and at the end of the new school to identify changes in how student needs are being met in the areas of race, class, gender, ELL status, special needs and sexual orientation.</td>
<td>Students and staff</td>
<td>June 2019</td>
<td>Equity Working Group</td>
</tr>
<tr>
<td>Identify areas of improvement to focus on next year based on the survey in the areas race, class, gender, ELL status, special needs and sexual orientation.</td>
<td>Students and staff</td>
<td>June 2019</td>
<td>Equity Working Group</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will survey our families regarding issues related to equity in the school. Parent Coordinator will update them via our school newsletter throughout the year each month.

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 for Planning from TL Vision for School Improvement; 6 sessions of staff meeting time, at 75 minutes each session as part of the 155 minutes of extended time.

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

<table>
<thead>
<tr>
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<th>Tax Levy</th>
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<th>Title I TA</th>
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</tr>
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<tbody>
<tr>
<td></td>
<td>X</td>
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<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

By January 2019 we should have conducted 3 Equity PDs with our staff and collected feedback from staff on how they apply this work to their practice as teachers, deans, leaders, social workers.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Staff Survey

**Part 5c.** In **February 2019**, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

On the 2017-18 school survey, 96% of those surveyed responded positively to questions regarding effective leadership, 14% above citywide survey results. While over 90% of staff responded that the school's professional development experiences have allowed them to try out new ideas and that they have had opportunities to collaborate productively with teachers on professional development, teachers rarely collaborate across departments to plan for interdisciplinary instruction. As a school we believe that teachers need to collaborate across disciplines to continue to innovate their practice and allow students to experience coherence of experience and make connections across disciplines.

Part 2 – Annual Goal

| Goal                                                                 | By June 2019, 100% of all teachers will have reported a significant increase, as measured by an attitudinal survey, in their ability to innovate instructional and socio-emotional practice in their classrooms as a result of interdisciplinary collaboration. |

Indicate your school’s 2018-19 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.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leader meets with teacher teams at the start of the year to identify an area of focus based on common interests in interdisciplinary collaboration.</td>
<td>Faculty September, 2018</td>
<td>School leader, AP and PD instructional leaders</td>
</tr>
<tr>
<td>Interdisciplinary teams create both shared goals document and a personal planning document which will guide the teacher’s growth goals for the year.</td>
<td>Faculty September, 2018</td>
<td>School leader, AP and PD instructional leaders</td>
</tr>
<tr>
<td>School leader provides regular planning and work time during staff meeting to allow for collaboration in a structured way.</td>
<td>Faculty Ongoing, September 2018-June 2019</td>
<td>School leader, AP and PD instructional leaders</td>
</tr>
<tr>
<td>School leader ensures that feedback from observations aligns with teacher's personal planning document. School leader also increases number of observations per semester to assist in both short and long-term goal planning.</td>
<td>Faculty Ongoing, September 2018-May 2019</td>
<td>School Leader and AP</td>
</tr>
<tr>
<td>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.</td>
<td>Faculty January, 2019</td>
<td>School leader</td>
</tr>
<tr>
<td>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.</td>
<td>Faculty June, 2019</td>
<td>School leader</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Staff and administration will discuss expectations of rigor, relevance and how their courses connect at meet and greet nights in the fall and spring and during student-led conferences in November and April.

### 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.

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 school...
schedule allows departments meet on a biweekly basis and the faculty meets every week, per our SBO vote, for our 75 minutes of extended time, to allow for teachers to continue to work on their interdisciplinary 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.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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 2019, we will conduct a mid-year survey of teacher attitudes regarding their ability to innovate their practice as a result of interdisciplinary collaboration.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Teacher attitude survey

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>At ESA we have always considered our school culture to be that of a family and have valued close relationships between students, staff and families. Our advisory system is the pillar of our strong community culture, encouraging frequent communication between advisors, students and families about academics as well as fostering socio-emotional support. In the 2017-2018 school survey, our school scored above 86%, considerably above city average, in all indicators of parent involvement in school, with the exception of volunteering time to support the school, which received a score of 70%. While this number increased from the previous school year, the Parents' Association is still struggling to increase parent involvement at PA sponsored events. Fostering a greater sense of parent involvement and voice in helping expose our students to varied career options as part of our overall strategy to foster greater college and career readiness is an area that we would like to focus on.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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–Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, our school will implement a career day/fair, in collaboration with our SLT and Parents Association, to encourage our students to explore career options.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| - Evidence-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). | Parents and Staff | September, 2018 | Community Director, Principal, AP, College Counselor |

**Conduct outreach to parents and staff informing them of a career day in the spring term. This will include emails, inewsletter, social media outreach and back to school night. Goal is to have parents and their social networks come speak at the school.**

| Parents and Staff | September, 2018 | Community Director, Principal, AP, College Counselor |

**Conduct multiple drives to encourage parents to reach out to contacts about career day throughout the year including during a community day, back to school night in September and February.**

| Parents and Networks | September 2018 - Feb 2019 | Community director, assistant principal and principal, PA |

**Establish a spreadsheet with contact details; our goal is to have 60 volunteers from a variety of industries and fields who would be willing to come speak at the school to small groups of students.**

| Parents and Networks | September, 2018 to February, 2019 | Community director, data specialist, assistant principal and principal, PA |

**Conduct a whole school career day, bringing together students, parents, staff, staff and parent networks for the purpose of college and career exploration.**

| Students | March, 2019 | Whole school community (Staff, Admin, Parents) |

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Parents will provide the names of professional networks who will then assist with our career day by volunteering to speak in small groups.

### 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.

PA funds, Staff, Parents, friends and colleagues of aforementioned. Resources will grow as we expand our network.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
</tbody>
</table>
### 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.

By February 2019, using Google form surveys sent to staff and parents, we will have collected names of at least 60 volunteers in a variety of fields come to our school to speak at a career fair.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Number of volunteers

**Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| English Language Arts (ELA)              | 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 literacy needs. | $Students are served in 5 ways:  
1) Push in/pull out services provided by Special Education teachers as mandated by IEPs and student performance.  
2) ICT courses for students who are mandated by IEP and student performance.  
3) Every student in the school has an advisor who meets with the students in small groups several times a week. The advisor serves as the student’s academic counselor and is in contact with the family should the student seem to need additional support.  
4) Every student in the school also has an academic coach, with whom s/he meets once a week to assess academic progress as well as set, discuss and execute short and long term academic goals.  
5) Office hours, small group tutoring, provided by teachers, for 60 minute sessions, 4 days a week. Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families. Additionally, there is study hall 3 | $Small group and one-to-one tutoring | Before, during and after the school day; |

2018-19 CEP
### Mathematics

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.

Students are served in five ways:

1. Push in/pull out services provided by Special Education teachers as mandated by IEPs and student performance.
2. ICT courses for students who are mandated by IEP and student performance.
3. Every student in the school has an advisor who meets with the students in small groups several times a week. The advisor serves as the student’s academic counselor and is in contact with the family should the student seem to need additional support.
4. Every student in the school also has an academic coach, with whom s/he meets once a week to assess academic progress as well as set, discuss and execute short and long term academic goals.
5. Office hours, small group tutoring, provided by teachers, for 60 minute sessions, 4 days a week. Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families. Additionally, there is study hall 3 days a week for 90 minutes.

### Science

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.

Students are served in five ways:

1. Push in/pull out services provided by Special Education teachers as mandated by IEPs and student performance.
2. ICT courses for students who are mandated by IEP and student performance.

Small group and one-to-one tutoring

Before, during and after the school day
3) Every student in the school has an advisor who meets with the students in small groups several times a week. The advisor serves as the student’s academic counselor and is in contact with the family should the student seem to need additional support.

4) Every student in the school also has an academic coach, with whom s/he meets once a week to assess academic progress as well as set, discuss and execute short and long term academic goals.

5) Office hours, small group tutoring, provided by teachers, for 60 minute sessions, 4 days a week. Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families. Additionally, there is study hall 3 days a week for 90 minutes.

| 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. | Students are served in five ways:  
1) Push in/pull out services provided by Special Education teachers as mandated by IEPs and student performance.  
2) ICT courses for students who are mandated by IEP and student performance.  
3) Every student in the school has an advisor who meets with the students in small groups several times a week. The advisor serves as the student’s academic counselor and is in contact with the family should the student seem to need additional support.  
4) Every student in the school also has an academic coach, with whom s/he meets once a week to assess academic progress as well  
Small group and one-to-one tutoring  
Before, during and after the school day |
as set, discuss and execute short and long term academic goals.

5) Office hours, small group tutoring, provided by teachers, for 60 minute sessions, 4 days a week. Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families. Additionally, there is study hall 3 days a week for 90 minutes.

| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | 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. |
| | • 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 4 social work interns from NYU, enabling us to offer counseling to a large percentage of students in the school. |
| | • RAPPcoordinator provides relationship counseling. |
| | 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. |

Individual and Group sessions

Before, during and after the school day
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

Part A: FOR TITLE I SCHOOLS

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

   We currently have about 10 students in temporary housing or who are doubled up.

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

   We plan to support them with school supplies and clothing and additional counseling with school social workers to assess other needs.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   NA

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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</tbody>
</table>

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.

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.

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.

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. JumpRope, our student information system, 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 are 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.

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.
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.

NA

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).

NA

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.).
### 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 assessment 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, round tables (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 (now defunct) 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 into 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 codes. 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 consolidated\(^2\). On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$168,438.00</td>
<td>X</td>
<td>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</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>p</td>
<td></td>
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</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>p</td>
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<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>p</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,431,611.00</td>
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<td>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</td>
</tr>
</tbody>
</table>

\(^2\)Explanation/Background:
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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</thead>
<tbody>
<tr>
<td>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 the school. Essex Street Academy, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
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</thead>
<tbody>
<tr>
<td>Our school will support parents and families of Title I students by:</td>
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<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● 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;

Parental Involvement and School Quality

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.

Encouraging School-Level Parental Involvement

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.

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, the school:

● 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 School 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 the school 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 the school’s 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 provides parent workshops based on the assessed needs of the parents of children who attend the school and work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator also maintains a log of events and activities planned for parents each month and file a report with the central office.;

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/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 Every Student Succeeds Act (ESSA);

● schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

● translate all critical school documents and provide interpretation during meetings and events as needed;

● conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school encourages school-level parental involvement by:

● holding an annual Title I Parent Curriculum Conference;

● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

● supporting or hosting Family Day events;

● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

● encouraging more parents to become trained school volunteers;

● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

● providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essex Street Academy</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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 on assessments.</td>
</tr>
</tbody>
</table>
### I. School Responsibilities: High Quality Curriculum

*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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

*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.

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

*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;

### I. School Responsibilities: Providing General Support to Parents

- 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 are scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

### II. Parent/Guardian Responsibilities

#### 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.
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Manhattan</td>
<td>294</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Wallace Simpson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Nicola Tapino</td>
</tr>
<tr>
<td>Coach</td>
<td>Denise Petrillo</td>
</tr>
<tr>
<td>Coach</td>
<td>Caitlin Thomas</td>
</tr>
<tr>
<td>ENL/Bilingual Teacher</td>
<td>John Shafer</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Jenny McCue</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Stacy Blair</td>
</tr>
<tr>
<td>Language</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Monique</td>
</tr>
<tr>
<td>Language</td>
<td>Velazquez/Social Studi</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Alex Schmerge</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Gabriel Fermin</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Kathy Pelles</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

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 not currently teaching in a bilingual program**: 0
- **Number of teachers who hold both content area/common branch and TESOL certification**: 0
- **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 not currently teaching in the ENL program**: 0
- **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

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Freestanding ENL</td>
<td></td>
<td>Yes</td>
<td>No</td>
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</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<tbody>
<tr>
<td>TBE</td>
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Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   1. 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 eleven members to execute our Language Allocation Policy (LAP) for 2017-2018 school year. The team members include Principal-Wallace Simpson, Assistant Principal Nicola Tapino, ELL Coordinator-Denise Petrillo, Classroom Teacher-John Shafer, 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 Katherine Mechner. 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 structures do you have in place to support this effort?

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

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.

4. What structures do you have in place to address interventions once the summative data has been gathered?

5. How does your school use 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. What outcome assessments (e.g., NYSELT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

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.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Part IV: ELL Programming

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 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.

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

   The teacher serves as the student’s academic counselor and is in contact with the family when the student seems to need additional support. The classroom activities rotate between listening, speaking, writing, and reading skill enhancement. The activities involve read aloud activities-group discussions and listening exercises. The students are grouped according to their shared academic classes for focused instruction in their content areas. Some of the resources that are used in the ESL program include but are not limited to The Teaching of Language Arts to Limited English Proficient/ELL:
   • ESL Practice and Test Preparation-Barrett Kendall Publishing,
   • A resource Guide for All Teachers
   • Department of Education Performance Standards for English Language Arts, English as a Second Language, and Spanish Language Arts
   • Various audio visual media compiled from the internet used with computer projections and portable lap tops
7. 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.

8. 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.

9. Based on data and trends, 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.

10. If you had a bilingual program, what was the reason you closed it?
No programs will be discontinued.

11. 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.

12. 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.

13. How is home language support assessed and 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.
14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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. 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.

17. 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.

18. 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

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 and non-pedagogic staff.) 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?

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

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

2. 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.

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.

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.

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. 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.
### 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 V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Wallace Simpson, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# 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.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wallace Simpson</td>
<td>Principal</td>
<td></td>
<td>7/1/15</td>
</tr>
<tr>
<td>Nicola Tapino</td>
<td>Assistant Principal</td>
<td></td>
<td>7/1/15</td>
</tr>
<tr>
<td>Gabriel Fermin</td>
<td>Parent Coordinator</td>
<td></td>
<td>7/1/15</td>
</tr>
<tr>
<td>Stacy Blair</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>7/1/15</td>
</tr>
<tr>
<td>Katherine Mechner</td>
<td>Parent</td>
<td></td>
<td>7/1/15</td>
</tr>
<tr>
<td>Monique Velazquez/Social</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>7/1/15</td>
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<tr>
<td>John Shafer/ELA</td>
<td>Teacher/Subject Area</td>
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<td>7/1/15</td>
</tr>
<tr>
<td>Denise Petrillo</td>
<td>Coach</td>
<td></td>
<td>7/1/15</td>
</tr>
<tr>
<td>Caitlin Thomas</td>
<td>Coach</td>
<td></td>
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<tr>
<td>Jennifer McCue</td>
<td>School Counselor</td>
<td></td>
<td>7/1/15</td>
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<tr>
<td>Kathy Pelles</td>
<td>Superintendent</td>
<td></td>
<td>7/1/15</td>
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<tr>
<td>Field Support Center Staff Member</td>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise</td>
<td>Petrillo</td>
<td>Special Education Coordinator</td>
<td>No</td>
<td>YES</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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<tbody>
<tr>
<td>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.</td>
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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

None

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Oct 2017</td>
<td>School staff and colleagues in other schools in the building provide</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

School staff, including AP, speaks Spanish, which is primary language other than English. Staff also speaks French, Bangali and Chinese is available in case of emergency in the building.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Staff meeting at the beginning of the year.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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,
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.