



# WEEKLY BRIEF

## Site Highlight

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### Administrative Team

Joan M. Indart-Etienne  
Principal

Kate Ames  
Yelena Geller  
Christina McLeod  
Susan Salkin  
Assistant Principals

### District 79 Team

Glenda Esperance  
Superintendent

Jerry Brito  
Deputy Superintendent



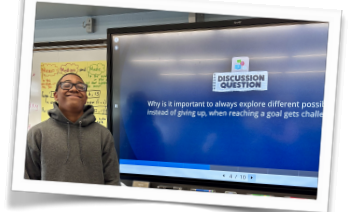
7 MINDSETS

LIVE TO GIVE

"Try to be a rainbow in someone's cloud."

MAYA ANGELOU

The 7 Mindsets create a common language for all students, educators, staff, and families.



Lower East Side Prep kicked off its group advisory program with the first 7 Mindsets unit, "Everything Is Possible!" With support from School Counselor Tara Reagan and Community Associate Candice Self, students participated in the "Dream Big" lesson and began setting goals for a successful and inspiring school year.

## Announcements

### 1. Hispanic Heritage Month (9/15-10/15)

Hispanic Heritage Month is an annual celebration that honors the history, heritage, traditions, and cultural contributions of Hispanic Americans. Teachers are encouraged to explore the Hidden Voices: Latines in United States History curriculum set, which includes a wide range of biographies and primary source documents that can be used to create engaging and meaningful learning experiences for students. The link to Hidden Voices: Latines in United States History is linked [here](#) and can also be accessed through the WeTeachNYC website.

### 2. Language Access Services

To support compliance with Chancellor's Regulation A-663, NYCPS provides the following language access services and resources you may use to communicate with families who prefer to communicate in a language other than English. For Over-the-Phone Interpretation (OPI) Services: Call 929-552-7103 (schools only) to access free interpreters in 300+ languages. For additional guidance, refer to the [OPI Reference Sheet for Schools](#).

### 3. Hello! Automated Language Assistance Tool and Other Language Access Services

NYCPS Language Assistance Tool: All staff have access to Hello!, a NYCPS language assistance tool that provides automated interpretation support between staff and multilingual families. New this year, Hello! is available through the App Store, and/or Google Play, in addition to TeachHub. As a reminder, this resource:

- Provides free and on-demand interpretation in NYCPS' covered languages; and
- Is secure and private; conversations are not saved or stored.

Note that Hello! is a supplemental resource that does not replace professional translation or interpretation services. For guidance on using Hello!, refer to the [Hello! User Guide](#).

## REMINDERS

### 1. MAP Growth Testing (9/10-10/23)

All middle and high school students must be assessed using the online MAP Growth in both reading and math during the beginning of the year testing window. For questions regarding MAP Growth testing procedures, contact your site Assistant Principal or see Weekly Brief 2.

### 1. TABE Testing (9/22-10/9, TABE Data Collection Form due 10/14)

All HSE students must be assessed using the online TABE Reading and Math assessments upon intake and once per trimester (dependent upon their admission date). The TABE Data Collection Form is due to Josh Horsford via email by October 14. For questions regarding TABE testing procedures, contact your site Assistant Principal or see Weekly Brief 2.

### 2. Setting Up Digital Classrooms (By Wednesday, 9/30)

All teachers and mandated related services providers (school counselors, social workers, school psychologists) are required to create a digital classroom for each of their assigned classes. Digital classrooms must be on a DOE approved platform (Google Classroom is recommended), linked to all assigned students, and contain the materials necessary for one day of remote instruction. See Weekly Brief 2 for more information.

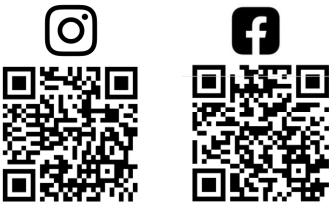
Connection to  
Danielson  
Framework

1e: Designing Coherent  
Instruction

Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students.

| SEPTEMBER 2026 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| S              | M  | T  | W  | TH | F  | S  |
|                |    | 1  | 2  | 3  | 4  | 5  |
| 6              | 7  | 8  | 9  | 10 | 11 | 12 |
| 13             | 14 | 15 | 16 | 17 | 18 | 19 |
| 20             | 21 | 22 | 23 | 24 | 25 | 26 |
| 27             | 28 | 29 | 30 |    |    |    |
| OCTOBER 2026   |    |    |    |    |    |    |
|                |    |    |    | 1  | 2  | 3  |
| 4              | 5  | 6  | 7  | 8  | 9  | 10 |
| 11             | 12 | 13 | 14 | 15 | 16 | 17 |
| 18             | 19 | 20 | 21 | 22 | 23 | 24 |
| 25             | 26 | 27 | 28 | 29 | 30 | 31 |
| NOVEMBER 2026  |    |    |    |    |    |    |
| 1              | 2  | 3  | 4  | 5  | 6  | 7  |
| 8              | 9  | 10 | 11 | 12 | 13 | 14 |
| 15             | 16 | 17 | 18 | 19 | 20 | 21 |
| 22             | 23 | 24 | 25 | 26 | 27 | 28 |
| 29             | 30 |    |    |    |    |    |

Access the full NYCDOE Calendar [here](#)



PROFESSIONAL GROWTH

A Teacher Has Her Student Write Essays in Class

“Writing is the hardest thing I teach my seventh graders, and I can’t teach it if I’m not in the room while it’s happening,” says Jennifer Haber in *The Real Classroom*. “I need to see what students are doing while they’re doing it.” That’s why Haber’s students have been writing their essays in class, long before AI.

Here’s Haber’s point-by-point rationale for in-class writing instruction:

- **I get to see the writing process, not just the finished product.** That includes students brainstorming, drafting, changing their minds, getting stuck, rethinking an argument, deleting part of a paragraph, deciding on what evidence to use, struggling with the correct use of quotations, revising (really revising, not just changing a few words), and more.
- **I can teach while they are writing.** This might be showing students how to insert a page number, change a font, use correct MLA formatting, or not start every sentence with the same word. She walks around as students write, looking at their screens and taking advantage of teachable moments.
- **Help from a parent, sibling, or tutor may not be helpful.** “Sometimes adults have a hard time knowing when helping has turned into rewriting.” And then there’s AI, which puts the problem on steroids. Wherever the help comes from, the teacher doesn’t know if the student internalized it and can perform it on their own. In class, Haber can help students without doing the thinking for them. The goal isn’t to keep students from getting help, but giving them just-in-time help that’s more likely to have long-term benefit.
- **I have a better understanding of what my students can actually do.** “By the time I grade the finished essay,” says Haber of her in-class approach, “I’m looking at what students were able to do after all of that instruction and revision... I’ve seen where the student began.”

Haber’s writing classes are structured, with explicit teaching, exemplars, and practice of specific skills. Literary analysis is where the process is the most detailed, slowing down and teaching evidence, analysis, argumentation, and more with close monitoring and coaching at every step. With other kinds of writing – summaries, responding to an article, discussion posts about the novels they’re reading – lessons move more briskly.

Having students write in class takes a lot of class time, Haber acknowledges. “I don’t see that time as something taken away from instruction. That time is the writing instruction... Writing is hard. It is hard to teach, and it is hard to master. Academic writing asks students to do things that do not come naturally to many of them, and I don’t think we can simply assume that because they have reached a certain grade, they should already know how to do all of it.”

“No, I Don’t Let My Students Write Their Essays at Home” by Jennifer Haber in *The Real Classroom*, August 30, 2026 excerpt from *Marshall Memo* #1153.

IMPORTANT DATES

|                                                          |                          |
|----------------------------------------------------------|--------------------------|
| MAP Growth Assessment Window.....                        | September 10- October 23 |
| TABE Administration Window.....                          | September 22- October 9  |
| No School- Italian Heritage/Indigenous Peoples’ Day..... | October 12               |
| TABE Turnaround Report Due.....                          | October 14               |
| Last Day of T1/MP1.....                                  | October 22               |
| Report Cards Distributed to Students.....                | October 29               |
| Regents Practice Exam #1 .....                           | November 2-6             |
| Election Day- School in Session Remotely.....            | November 3               |
| No School- Veterans Day .....                            | November 11              |
| Parent Conferences (Evening).....                        | November 19              |
| Parent Conferences (Afternoon) .....                     | November 20              |
| TABE Administration Window .....                         | December 7-18            |
| Last Day of T1/MP2.....                                  | December 8               |
| Regents Practice #2.....                                 | December 12-14           |