



GOTHAM PROFESSIONAL ARTS ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 16K594

ADDRESS: 265 RALPH AVENUE, BROOKLYN, NY 11233

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 16K594 **SCHOOL NAME:** Gotham Professional Arts Academy

SCHOOL ADDRESS: 265 Ralph Avenue, Brooklyn, NY 11233

SCHOOL TELEPHONE: 718 455-0746 **FAX:** 718 574-3971

SCHOOL CONTACT PERSON: Alex White **EMAIL ADDRESS:** Awhite10@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Isaac Mills

PRINCIPAL: Alex White

UFT CHAPTER LEADER: Kris Macklin

PARENTS' ASSOCIATION PRESIDENT: Tyeast Fullerton

STUDENT REPRESENTATIVE:
(Required for high schools) Shaniece Frank

DISTRICT AND NETWORK INFORMATION

DISTRICT: 16 **CHILDREN FIRST NETWORK (CFN):** 102

NETWORK LEADER: Joseph Cassidy/Alison Sheehan

SUPERINTENDENT: Karen Watts

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Gotham Professional Arts Academy is a small high school focused on the arts and arts-related professions. In a stimulating and supportive environment, Gotham Academy students challenge themselves academically and artistically through collaborative projects such as plays, musical and dance performances, art exhibitions, poetry and creative writing publications, and presentations. The curriculum and pedagogy at Gotham Academy are centered on a rigorous inquiry-based approach to learning, which seeks to engage students with active questioning and learning, and performance-based assessments that rely on authentic measures of student achievement. Arts education is an integral part of our mission: first to engage students by using the arts as a point of entry for learning; second, to provide access to higher education and career opportunities in the arts for a population that remains underrepresented in the lucrative arts industries in their own city. As part of this mission, Gotham facilitates and supports student access to education and careers by creating sustainable partnerships with New York City arts and cultural organizations such as the Whitney Museum, Fashion Institute of Technology, and The Museum of Modern Art. Through weekly field work trips, students at Gotham develop ownership of the cultural and arts resources of New York City and use the city as a laboratory for learning.

Gotham Professional Arts Academy is a member of the Coalition of Essential Schools, a national organization promoting small student-centered learning environments and an inquiry-based approach to teaching and learning that emphasizes project-based learning, performance-based assessments and student presentations and exhibitions that demonstrate mastery of subject matter. Gotham Academy is also a member of the New York Performance Standards Consortium, a state-wide organization of schools that emphasize the use of primary texts, authentic assessment, and meaningful educational outcomes for all students. Graduation is based on successful completion of a portfolio of performance-based assessments designed to prepare students for success in liberal arts colleges

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name: Gotham Professional Arts Academy
District: 16 **DBN:** 16K594 **School BEDS Code:** 331600011594

DEMOGRAPHICS

Grades Served:	Pre-K	3	7	11	√		
K	4		8		12		
1	5	9	√			Ungraded	
2	6		10		√		
Enrollment (As of October 31)	2007-08	2008-09	2009-10	Attendance - % of days students attended:			
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
Pre-K	0	0	0	81.2	86.3		TBD
Kindergarten		0	0	0		0	
Grade 1	0		0	0			Student Stability - % of Enrollment:
Grade 2	0	0	0	2007-08	2008-09	2009-10	(As of June 30)
Grade 3	0	0	0	68.4	96.5		TBD
Grade 4		0	0	0		0	
Grade 5	0		0	0			Poverty Rate - % of Enrollment:
Grade 6	0	0	0	2007-08	2008-09	2009-10	(As of October 31)
Grade 7	0	0	0	60.0	80.0		76.0
Grade 8		0	0	0		0	
Grade 9		76	94	79			Students in Temporary Housing - Total Number:
Grade 10	0	57	83	2007-08	2008-09	2009-10	(As of June 30)
Grade 11	0	0	49	6	10		TBD
Grade 12		0	0	0		0	
Ungraded	0		0	0			Recent Immigrants - Total Number:
Total	76	151	211	2007-08	2008-09	2009-10	(As of October 31)
1		0		1			
Special Education Enrollment: (As of October 31)	2007-08	2008-09	2009-10	Suspensions (OSYD Reporting) - Total Number:			
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
# in Self-Contained Classes	0	0	1	0	11	TBD	Principal Suspensions
# in Collaborative Team Teaching (CTT) Classes	0	14	20	4	1	TBD	Superintendent Suspensions
Number all others <i>These students are included in the enrollment information above.</i>		1		1		5	
2007-08		2008-09	2009-10	Special High School Programs - Total Number:			
N/A		0	0				(As of October 31)
0	0		0	English Language Learners (ELL) Enrollment: (BESIS Survey)			CTE Program Participants
		2007-08	2008-09				Early College HS Program Participants
(As of October 31)		2007-08	2008-09				2009-10
# in Transitional Bilingual Classes	0		0				Number of Staff - Includes all full-time staff:
# in Dual Lang. Programs	0	0	0	2007-08	2008-09	2009-10	(As of October 31)
# receiving ESL services only	0	4	3	7	12	TBD	Number of Teachers

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SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

TEMPLATE - MAY 2010

# ELLs with IEPs	3	0	1	2	3	TBD	Number of Administrators and Other Professionals
0	1	TBD	These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals
Teacher Qualifications:			Overage Students (# entering students overage for grade)				
2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of October 31)	(As of October 31)
0	0	TBD	100.0	100.0	TBD		% fully licensed & permanently assigned to this school
0.0	0.0	TBD					% more than 2 years teaching in this school
0.0	0.0	TBD	Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere
(As of October 31)	2007-08	2008-09	2009-10	57.0	58.0	TBD	% Masters Degree or higher
American Indian or Alaska Native	0.0	0.0	0.0	72.7	77.8	TBD	% core classes taught by "highly qualified" teachers (NCLB/SED)
Black or African American		73.7		78.1		81.0	
Hispanic or Latino		23.7		19.2		17.5	
Asian or Native Hawaiian/Other Pacific Isl.		1.3		1.3		1.4	
White		1.3		1.3		0.0	
Male		32.9		41.7		39.3	
Female		67.1		58.3		60.7	

2009-10 TITLE I STATUS

√ Title I Schoolwide Program (SWP)

Title I Targeted Assistance

Non-Title I

Years the School Received Title I Part A Funding: 2006-07 2007-08 2008-09 2009-10

Funding: √

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No) If yes, area(s) of SURR identification:

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

Phase In Good Standing √ **Category** Basic Comprehensive Focused

- (IGS)
- Improvement Year 1
- Improvement Year 2
- Corrective Action (CA) – Year 1
- Corrective Action (CA) – Year 2
- Restructuring Year 1
- Restructuring Year 2
- Restructuring Advanced

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SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:

Secondary Level		Elementary/Middle Level
ELA:	√	ELA:
Math:	X	Math:
Science:		Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Secondary Level **Elementary/Middle Level**

ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target	Student Groups
√		X					All Students
Ethnicity							
-		-					American Indian or Alaska Native
√		X					Black or African American
-		-					Hispanic or Latino
-		-					Asian or Native Hawaiian/Other Pacific Islander
-		-					White
-		-					Multiracial
-		-					Students with Disabilities
-		-					Limited English Proficient
√		X					Economically Disadvantaged
Student groups making AYP in each subject		3					0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09

NR √
 NR Overall Score:
 √ Quality Statement 1: Gather Data
 NR √
 (Comprises 15% of the Overall Score) √
 NR W
 (Comprises 25% of the Overall Score) √
 NR
 (Comprises 60% of the Overall Score)
 1

Quality Review Results – 2008-09

Overall Evaluation:
Overall Letter Grade:
Quality Statement Scores:
Category Scores:
 Quality Statement 2: Plan and Set Goals
 School Environment:
 Quality Statement 3: Align Instructional Strategy to Goals
 School Performance:
 Quality Statement 4: Align Capacity Building to Goals
 Quality Statement 5: Monitor and Revise

Student Progress:

Additional Credit:

KEY: QUALITY REVIEW SCORE

√ = Made AYP
 √_{SH} = Made AYP Using Safe Harbor Target
 √ = Proficient
 - = Insufficient Number of Students to Determine AYP Status

KEY: AYP STATUS

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 X = Did Not Make AYP
 W = Well Developed

KEY: PROGRESS REPORT DATA

NR = Data Not Reported
 ◇ = Outstanding
 NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

In Gotham Academy's first three years of existence, we have been successful at building a positive student-centered school culture where students and teachers are united around high expectations and a seriousness of purpose. Evidence of this can be found in all aspects of the work students are doing in their classes: in the thoughtfulness of their written work, in the depth and complexity of student discussion, and in the high quality of student artwork displayed at our frequent "Exhibition Nights." In a short time, Gotham Academy has been able to establish core community values: respect for student voice and personal expression, respect for the individual and each individual's uniqueness, and school-wide comfort with the culture of debate, where ideas are discussed vigorously and students are encouraged to take and defend strong positions, without personalizing the debate or fomenting hostility. We stress the importance of "no personal attacks" as a cornerstone of this culture of debate and discussion. Students are encouraged to disagree strongly with each other's opinions, and to attack each other's ideas, without attacking each other personally. Through common curricular and pedagogical experiences, we ensure that all Gotham Academy students gain experience in the art of rigorous debate. This component of our school culture has taken root among our students across the board. Whether debating the merits of a Jeff Koons sculpture, or the nuances of a Gabriel Garcia Marquez novel, or the best solution to a geometry puzzle, Gotham students can be heard repeating the following refrains: "What's your evidence?" or "I agree with the first part of what you said, but disagree with your conclusion." The trend we notice is that students at Gotham Academy are embracing debate and discussion as a tool to deeper understanding and hearty student engagement.

Other than establishing a strong and unique school culture, our greatest accomplishment has been in creating and supporting a strong literacy culture. We begin each school day with a half hour of silent sustained reading. Students are encouraged to read for pleasure and to exercise choice in selecting texts that they find compelling. In our first year, our Inquiry Team targeted a cohort of 9th grade boys who did not read comfortably. Through our school-wide focus on silent reading, we saw enormous gains among the Inquiry Team cohort, both in their ability to complete whole novels (three of the boys in the cohort claimed they finished their *first* novel *ever* in our literacy period), and in their improved attitude towards reading. Students at Gotham Academy are developing solid reading habits and a comfort at discussing the meaning they find in literature. This year our school's Inquiry Team is investigating strategies to scaffold, support, or supplant difficult texts to ensure that all students are mastering the texts we use in classes. We continue to reflect upon the literacy culture we have established in our school and seek ways to continuously improve this essential component of our educational environment.

The most significant barriers to our school's continuous improvement are the disruptions, distractions, and interferences in our students' lives caused by extreme poverty. Whether minor interruptions like a student losing their metrocard and not having the money to get to school, or major interruptions like a family losing their house and moving into temporary housing, far too many of our students are prevented from being present in body and mind every single day due to problems connected to poverty. Because poverty plays such a destructive role in so many of our students' lives, we are committed to moving towards the model of a "community school." In this model, the school building is redefined as a space for students and school during the day, and as a resource for parents, family and community members after school and on weekends. We are working with our PTA and SLT to offer health workshops, financial aid and credit seminars, arts classes, and computer workshops to members of our school community who do not have access to these resources elsewhere in the community. By beginning to address the needs our school's community, we hope to begin to address the interferences caused by poverty in our students' lives. We see this as a necessary first step towards increasing our students' credit accumulation and graduation rate.

Partly as a function of the interferences described above, and a result of students who struggle with low skills and very poor prior preparation in key academic areas such as reading, writing and mathematics, we had too many students in our first year who did not earn sufficient credits. This is reflected in our progress report and has become an urgent area for improvement as we enter our second year. We have created support systems and intervention strategies to identify students in danger of failing earlier in the semester and devise supports and work plans to help students get back on track to earning a passing credit.

As we develop our school's performance-based assessments required for graduation, a significant aid in our school's continuous improvement is our participation in the NY Performance Standards Consortium and Center for Inquiry and Learning professional development workshops. By working with a network of similar schools from across the city, we are able to benefit from successful practices developed at other successful consortium schools and continuously reflect on our work as a school employing this assessment system.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal 1: Increase the number of students who complete one or more of their Performance-Based Assessment Tasks (PBATs) prior to entering the 12th grade.

Annual Goal 2: Increase the number of students who participate in before and after-school academic interventions and supports.

Annual Goal 3: Create and support a system to help every student in the school better monitor their progress towards graduation, both through accumulating credits in the appropriate areas and by completing the prerequisite and Performance-Based Assessment Tasks (PBATs) required to earn a diploma.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Increase number of 10th and 11th graders completing graduation projects.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the number of students who complete one or more of their Performance-Based Assessment Tasks (PBATs) prior to entering the 12th grade.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Offer classes the specifically target completion of PBATs to 10th and 11th graders. • Create PBAT workshops so students in lower grades have a better understanding of what is required and see the PBATs as attainable targets. • Make it a promotional requirement that all students complete at least one PBAT before entering the 12th grade. • Have departments nominate students who are on deck to attempt their PBAT in the 10th or 11th grade and provide both courses and supports to help them achieve this goal. • Increase the frequency of PBAT panels (currently happening only twice a year, at the end of each semester) to occur at least three times a year, with an additional panel period added before the February Winter Recess.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Designate a PBAT point person for each department who is responsible for convening PBAT panels, as well as publicizing information about which students are on deck to complete their PBATs to all staff. • Run PBAT-Prep workshops after school to support more students completing the projects. • Make it a requirement for all students to observe at least one PBAT presentation in the 10th and 11th grades.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>At the end of the first semester (end of January) and before the February break, we will have the results from two PBAT panel periods. This will generate data on how many 10th and 11th graders completed PBAT projects. This information will impact on which courses we steer 10th and 11th graders towards in the Spring semester to increase the yield of underclassmen completing graduation tasks.</p>
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Subject/Area (where relevant): Boost attendance at before and after school labs.

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase the number of students who participate in before and after-school academic interventions and supports from 10-15% in 2009-2010 to 20-25% in 2010-2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Create mandatory after school labs for students who are at risk of failing. • Communicate more frequently and more clearly with parents of students who might benefit from before or after school interventions to enlist family support for student attendance at these offerings • Take attendance at after school labs and communicate absences to families • Institute “red letter days” when students will be given red or green letters to determine whether they have completed all their work and can leave at dismissal (green) or need to stay and complete work (red). • Create skills-based Saturday labs not linked to courses for students who need extra foundational skill support (a lab targeting essay writing; a lab targeting fractions; a lab focusing on writing a scientific lab report, etc.)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Provide per session funding in Galaxy to teachers to support this initiative. • Fund the school being open on certain Saturdays to run the labs. • Involve parents as tutors. • Designate an after-school attendance point-person to communicate attendance to parents and families.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will look at our attendance at after school and before school labs after six weeks of school to determine whether we are on track to meet our target in this area. If not, we will increase the communication to students and parents about the requirement to attend labs if a student is struggling or at risk of failure. The attendance point-person will communicate attendance to advisory teachers and staff to identify students who are evading this requirement.</p>
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Subject/Area (where relevant): Make path to graduation more legible for all students and families.

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Create and support a system to help every student in the school better monitor their progress towards graduation, both through accumulating credits in the appropriate areas and by completing the prerequisite and Performance-Based Assessment Tasks (PBATs) required to earn a diploma.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Build on our “Passport to Graduation” system we developed this year, ensuring that every student and their family clearly understands where each student stands on the path to graduation and what tasks they need to target for completion each semester. • Run PBAT workshops, lead by current 12th graders who have completed PBATs to make the process clearer to underclassmen. • Run PBAT workshops for parents and families. • Make attending a PBAT panel presentation a requirement for all 10th and 11th grade students • Interface with other NY State Performance Standards Consortium schools (that use the PBAT system) to learn from what other schools are doing to build culture around meeting these alternative assessments • Designate “Passport Days” six times a year when advisory teachers can update passports with their advisees and monitor progress towards PBAT goals • Create a user-friendly guide to PBATs for students and families to help them better understand the process.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Designate a PBAT point person in each department who is responsible for publicizing which students are on deck to complete PBATs in each semester so they can be supported in their classes to meet the PBAT expectation. • Provide per diem substitute coverage for certain staff members to visit other Consortium schools and observe how they build culture around the PBATs.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

This goal is both cultural and actual. We want to increase the number of students in the 10th and 11th grade who complete PBAT projects, but also make the entire PBAT process more legible to all. Evidence of the actual result of this work will be an increased number of underclassmen completing PBATs. Evidence of a cultural shift will be found in student-to-student and student-to-family conversations around the documents we create to make the path to graduation clearer. We will revise our strategies based on both the actual results of this action plan as well as evidence of a shift in our student culture.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

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APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	20	45	12	20	20	n/a	10	n/a
10	25	40	20	25	25	n/a	10	5
11	20	25	25	30	25	n/a	12	8
12	15	20	20	15	20	n/a	12	10

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Wilson Reading Reading/Writing Labs attached to classes Skill-based foundation workshops End-of-semester “boot camp” to assist students in completing the prerequisite essay in Literature.</p>	<p>Wilson Reading is reserved for students who are struggling readers and is done both in the school day and after school in small group and one-to-one instruction. Reading and Writing Labs attached to English classes will be embedded in the schedule one day a week and after school two days a week for small group instruction. Skill based foundation workshops will be run after school and on Saturdays for small group intervention and remediation. “Boot Camp” will be a six day end-of-year intensive course designed to support students completing their prerequisite essay in literature.</p>
<p>Mathematics: Labs attached to classes Mandatory labs after school for struggling students Saturday foundation workshops focusing on key math skills.</p>	<p>Labs attached to classes will be embedded in the schedule. Mandatory labs after school will be required for students who are falling behind on assessments or homework assignments Saturday foundation workshops will be based on student need and will focus on core concepts like fractions/sign numbers/basic numeracy and will target students who need additional remediation in math.</p>
<p>Science: Scientific reading and writing labs attached to classes. After school labs for struggling students. Saturday foundation workshops focusing on lab report writing, gathering data, analyzing data.</p>	<p>Labs focusing on supporting students in their research and writing will be attached to classes. After school labs will provide small group instruction for struggling students Foundation Saturday courses will focus on key elements of the science lab report requirement.</p>
<p>Social Studies: Labs attached to classes After school small group labs for struggling students. Saturday foundation workshops. End-of-year Social Studies “Boot Camp”</p>	<p>Labs attached to classes will be embedded in the schedule After school labs will provide assistance for struggling students and will be mandatory for students who are failing. Saturday foundation workshops will focus on skills needed to complete the PBAT in social studies (research, using evidence, proper citation, structuring a strong essay, etc.) End of year Boot Camp in social studies will be a six day intensive course designed to support students as they complete their social studies prerequisite essay.</p>

At-risk Services Provided by the Guidance Counselor:	Guidance Counselor services are provided at our school through our expanded advisory system. Each advisory teacher monitors their advisees progress towards graduation and devises intervention strategies on an as-needed basis. This system will nominate and support student attendance at our Saturday workshops, as well as ensuring that students who have fallen off track to graduate in four years develop a solid plan for getting back on track.
At-risk Services Provided by the School Psychologist:	n/a
At-risk Services Provided by the Social Worker: Mandatory counseling Single sex counseling groups "Breakfast Club"	Weekly mandated counseling groups Boy and Girl single-sexed counseling groups focused on improving academic outcomes "Breakfast Club" weekly meetings for male students of color to connect them with mentors and help them chart a course for their future.
At-risk Health-related Services:	Our social worker provides referrals to CBO's that can provide health-related services to students in need.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 10, 11 Number of Students to be Served: _____ LEP 4 Non-LEP _____
Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Gotham Professional Arts Academy

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Alex White
Principal

Language Allocation Policy

Gotham Professional Arts Academy is a new small high school located in the Bedford Stuyvesant neighborhood of Brooklyn. Opened in September of 2007, the school is limited non-screened high school, meaning preference is given for students who make an informed choice to attend the school, but otherwise admission is open to all interested students. Our population is mostly African American (74%) and Hispanic or Latino (24%) and most students live in central or northern Brooklyn. 80% of our students qualify for free or reduced lunch. Because of our location in Bedford Stuyvesant, most of our students come from poor minority, non-immigrant families. In the 2009-2010 school year, we have 208 students attending in the 9th, 10th and 11th grades. Of those 208, we have four ELL students and one student who is eligible for testing. 3 of our ELL students are native speakers of Spanish, the other two are both native speakers of Haitian Creole.

I. Instructional Program for ELLs:

We have a certified ESL teacher who provides support services during the extended school day to our ELL students. Additionally, we have two ELA teachers, both native speakers of Spanish, who are registering for the ITI program in the spring of 2009 to become certified ESL teachers. They will both be continuing at our school and will form an ESL team to better assess our success at serving our ELL population. We do not yet have a bilingual program. If we accumulate more than 20 students who are non-native speakers of English and who speak a common native language, we will offer our parents the choice of a bilingual ESL program. Until that time, we will continue to offer a traditional ESL model, using both push-in and self contained models.

Gotham Professional Arts Academy has embarked on a school-wide literacy campaign that encourages all our students, including our special education and ELL students to become confident, competent and critical readers. We employ several intervention and support strategies with out ELL students to further support our literacy initiative. Every student has a half hour of reading time embedded in the school day. This period requires students to engage in the four ELA targets for ESL instruction: listening, speaking, reading and writing. These skills are further supported in

our ELA classes. Two ELA classes per semester are team-taught by teachers whose native language is Spanish. In a highly differentiated learning environment, these two ELA teachers employ multiple strategies to ensure that all students are accessing the material.

We also run an extended school day three days a week to provide additional support for struggling students. This is when our ELL students receive instruction and support from an ESL teacher.

II. Parent/Community

We have brought a Parent Coordinator on board to boost parental involvement in our school. The Parent Coordinator supplements and deepens the outreach to parents begun last year. We are continuing our “Exhibition Nights” where we display and perform student work and celebrate student achievement six times a year. When we look at attendance data from sign in sheets we have observed that parents and community members attend and participate in our Exhibition Nights at a much higher rate than they participate in PTA meetings or other activities that involve parents and community members. Working with our PTA and SLC, we are developing workshops and classes to meet parent and community needs. We have partnered with Milano, the New School for Management and Urban Policy to develop a survey for parents and community members to assess their needs, then will develop classes, workshops or provide access to resources to address these identified needs. Our goal is to make significant yearly progress towards our long term goal of becoming a “community school.” ELL students and families are a part of our community and we are eager to make meeting their needs part of this initiative.

We invested in the parent coordinator position before our school had the 200 students required to receive funding to hire a parent coordinator. We also hired a social worker to assist in outreach to parents and provide resources for families to meet the social and emotional needs of our students. Staff will be paid per session to run workshops and classes for parents.

We will measure progress towards this goal by documenting increased parental attendance at open school events, exhibition nights, parent-targeted classes, PTA meetings, and school trips to college and career fairs. Using the findings of the parent-community needs assessment tool developed with Milano, the New School for Management and Urban Policy, we will target a few key areas and explore how our school can help meet these community needs. We will reflect on the effectiveness of our school’s ability to address community needs at the end of the year. We will continue to explore ways to involve the community more in the culture of our school and involve our school more in the culture of the Bedford Stuyvesant community.

IV. Resources and Support

Instruction is differentiated in all classrooms at Gotham Academy. Student progress is closely monitored through teachers grading of authentic assessments that are gathered in individual student portfolios. Additionally, each student has an academic advisor and meets in an advisory group of no more than twelve students a minimum of four times a week for a total of 120 minutes. The advisory teacher monitors their advisees’ progress in all their classes and works with classroom teachers to collaboratively devise intervention strategies for students who are struggling.

Two of our ELA teachers are native speakers of Spanish. They team teach two classes each semester and employ many strategies to meet the needs of ELL students. These strategies include: using their native language as support, offering translation of authentic literature used in class, so ELL students have the option of reading the assignment in their native language, peer support in the class or during our extended days, communicating with parents in the native language, and including native language texts in our classroom libraries. We have additionally formed foreign language clubs where native speakers of a language can conduct conversations in their home language and even teach peers how to speak their language.

V. Planning for ELLs

Most of our students come to our school directly from 8th grade and have already been enrolled in the New York City school system prior to coming to our school. We anticipate very few over-the-counter new students, since we are currently exceeding our enrollment targets.

If we do get a student who is new to the NYC school system, we will have an orientation meeting on their first day of coming to our school. In this meeting, we will complete the home language survey with the parents and identify which students might be eligible for LAB-R testing. Once we administer the LAB-R and determine whether the student is entitled to ESL services, we will then invite all appropriate parents to an ESL parent orientation meeting where we will provide an overview of all three programs for ELLs currently available. At the meeting we will show the NYC parent orientation video to ensure that parents have a clear understanding of their options. We will then administer the parent survey, where parents will choose which program they want for their child.

VI. Assessment Analysis.

Gotham Academy is a member of the DY0 Interim Assessment Consortium, which uses authentic classroom assignments in place of standardized assessments. We gather and evaluate student work every six to eight weeks and use the DY0 rubrics to measure student progress towards proficiency in ELA and mathematics. We also employ on-site assessments through diagnostic tests in ELA and mathematics at the start of each year. We examine these diagnostics and interim assessments to determine where our students need support to meet standards and collaboratively develop intervention strategies to help students succeed.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Our licensed ESL teacher will continue to participate in professional development opportunities for ESL teachers and interface with other ESL teachers at Consortium schools. We have two teachers who are native speakers of Spanish who are exploring obtaining certification to teach ESL. We also are bringing on board a Spanish language instructor who is qualified to teach bilingual courses if those are ever required.

School: Gotham Professional Arts Academy

BEDS Code: k594

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	0	
Purchased services - High quality staff and curriculum development contracts.	0	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$500	Spanish language texts and dual language texts for use in our English and Social Studies classes, where the reading load is heavy.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$500	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We ask all families of new students to complete the home language survey. We make sure to communicate with families in the language they feel most comfortable with (at our school, this has been only Spanish so far). We provide translation services by our Spanish-speaking staff for all conferences and guidance meetings with Spanish-speaking parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

In the first three years of our existence, our translation needs have been very minor. The four ELL students at our school all prefer English and cite English as the language they feel most confident and comfortable with. With our Spanish speaking families, we provide translations of school letters and documents as well as translation services during all meetings or conferences. Based on our PCL for next year, our current trends will continue.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Since we have such limited needs in this area, we are able to provide all written translation services in-house by school staff. We have the capacity as a staff to provide written translation services in Spanish, Haitian Creole, French, Russian, Portuguese, Hebrew, and Greek. If we encounter a need for written translation services that exceed our capacity, we will reach out to the DoE resources in this area.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Again, given our very limited needs, we are comfortable covering these needs in-house. If the need arises, we will try to work with parents as our first resource.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We post in prominent locations the poster indicating available interpretation services for all parents (translated into the 9 main languages).

We apprise parents of the Bill of Parents Rights and Responsibilities (in their home language).

We make sure that parents who are not comfortable speaking English have staff they can speak to in their home language at all orientation and registration events, as well as at all conferences and school meetings.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$ 158,312	\$ 44,094	\$ 202,406
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 1,583	\$ 440	\$ 2,023
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 7,915	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 15,831	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 95%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The teachers who are currently not highly qualified are in the process of becoming highly qualified by completing necessary coursework or licensing requirements.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes

the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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Gotham Professional Arts Academy School - Parent Compact

The school and parents working together collaboratively agree to the following commitments in support of student achievement:

The School Agrees:

To conduct an annual meeting for Title I parents to inform them of the Title I program and their right to be involved in building our Title I program as we grow.

To ensure that all parents and families have access to our meetings and the information disseminated at our meetings.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To engage parents as partners in reaching out to all Title I parents and devise ways to encourage parent support for all programs at the school.

To provide parents with information about meetings in a timely fashion, using multiple communication pathways to ensure all parents receive the information (these may include mailings, phone calls, reminders sent home with students, and home visits).

To provide high quality curriculum and instruction aligned with state standards.

To educate parents on, and provide for thorough examination of our school's alternative graduation requirements, to ensure that all families are fully informed and can better support student success and achievement.

Provide frequent and various assessments of student progress towards graduation.

Communication between school and parents will be promoted through:

- Parent-teacher conferences at least twice a year when we present parents with narrative assessments of student progress in all their classes.
- Interim progress reports documenting student performance.
- Frequent phone contact between teachers and parents regarding student performance and conduct.
- Appropriate contact between parents and teachers or other school staff is actively promoted
- Parents are invited to exhibition nights six times a year.
- Parents are welcome to visit during the school day.

To explore the ways our school can begin to address the parent and community's needs by providing workshops, access to expert advice, referrals for health care, and classes for parents in an effort to develop the Community School model.

The Parent/Guardian Agrees:

To become involved in developing, implementing, evaluating and revising the school-parent compact.

To become informed about our school's alternative assessments and portfolio graduation requirements by attending information sessions and reading provided materials.

To become actively involved in his/her child's progress towards a diploma.

To work collaboratively with teachers and school staff to support his/her child's academic success.

To monitor his/her child's:

- Daily attendance
- Daily on-time arrival
- Attendance at required after-school tutoring
- Homework
- Social activities as they impact on school performance

To communicate with teachers about his/her child's education needs, learning style, and habits of mind observed at home.

To collaborate with the school to devise workshops, information and training sessions that would increase the role of parent as partner for student achievement at our school.

Gotham Professional Arts Academy
Alex White, Principal

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Please refer to the "Needs Assessment" portion of our CEP (pages 9 and 10) for a summary of the challenges our school faces in terms of student achievement and academic needs.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

As explained in our Action Plans, we are addressing the needs our student population through many and various strategies including: before and after school labs, labs embedded in the school day, Saturday workshops focused on improving foundational skills, and a wide and differentiated curriculum that offers all students multiple options for engaging in rich and meaningful academic study. Almost our entire school population can be considered “historically underserved” and much of our energy goes towards helping them navigate the social-emotional minefield that stands in the way of them getting a sound basic education. For this reason we have invested in a social work team and rely on intensive counseling opportunities to supplement our academic offerings. Our entire school participates in college-readiness programs through college visits, interviews with current college students and a college counseling curriculum that supports all students on the path to college or other post secondary education opportunities.

3. Instruction by highly qualified staff.

95% of our staff is highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

Through our involvement in the New York Performance Standards Consortium, all our staff participate in frequent workshops and professional development opportunities focused on achieving high academic returns through performance assessment and inquiry-based classes.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Because we are a Consortium school and offer teachers a high degree of choice in designing original and engaging curricula, we have not had difficulty in attracting highly qualified teachers to join us at Gotham Academy, despite our location in one of the highest needs districts in the city.

6. Strategies to increase parental involvement through means such as family literacy services.

Though we continually try new strategies to engage parents and families, we acknowledge that this is one area where we still have not achieved the buy-in we would like. We offer parent workshops on the college application process, the financial aid application process, computer skills, even desktop publishing. These workshops are based on identified parent interest and need. Yet we continue to have low turnout at these events and will continue to work with community members to develop better and more effective ways to integrate parents into the fabric of our school.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

n/a

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

All our teachers participate in academic advisement and guidance through their roles as advisory teachers and we continually share and review the assessments we use as part of the DY0 interim assessment Consortium.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. We offer a highly differentiated curriculum that acknowledges many of our students' lack of academic preparedness upon reaching high school. Please refer to the section on Academic Interventions (pp. 17-19) for a description of the support services we offer students.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We both partner with local CBOs and develop our own advisory curriculum around violence prevention, relationship safety, wellness and fitness habits, and nutrition. As our first 12th grade class moves towards graduation next year we are also expanding our focus on transition plans, vocational training opportunities and preparation for college and careers.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			\$ 158,312	x	8-9, 17-19, 31-33
Title I, Part A (ARRA)	Federal	x			\$ 47,094	x	8-9, 17-19, 31-33
Title II, Part A	Federal			x			
Title III, Part A	Federal			x			
Title IV	Federal			x			
IDEA	Federal	x			\$ 57,131		8-9, 17-19, 31-33
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.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.)

According to our most recent records, we have 6 students currently living in temporary housing

2. Please describe the services you are planning to provide to the STH population.
 - Full fare metrocards provided for STH population
 - Weekly counseling (one-to-one and group) for STH population
 - After school tutoring and support for completing all home work at school.
 - Referrals to resources in the community for families who are in temporary housing.
 - Prominent display of posters informing STH of their rights.
 - A clothing bank of donated new clothes for STH to take and use if needed.

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).
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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Gotham Professional Arts Academy						
District:	16	DBN:	16K594	School		331600011594	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		81.2	86.3	82.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	94	79	90				
Grade 10	57	83	76				
Grade 11	0	49	66				
Grade 12	0	0	47				
Ungraded	0	0	0				
Total	151	211	279				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	68.4	96.5	94.2

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	60.0	76.0	63.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	6	10	13

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	0	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	1	0	Principal Suspensions	0	11	7
# in Collaborative Team Teaching (CTT) Classes	14	20	30	Superintendent Suspensions	4	1	5
Number all others	1	5	9				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	7	12	19
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	2	3	4
# receiving ESL services only	4	3	TBD	Number of Educational Paraprofessionals	0	1	1
# ELLs with IEPs	0	1	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	21	% fully licensed & permanently assigned to this school	100.0	100.0	95.0
				% more than 2 years teaching in this school	0.0	0.0	31.6
				% more than 5 years teaching anywhere	0.0	0.0	5.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	57.0	58.0	89.5
American Indian or Alaska Native	0.0	0.0	0.4	% core classes taught by "highly qualified" teachers	72.7	77.8	75.3
Black or African American	78.1	81.0	79.6				
Hispanic or Latino	19.2	17.5	17.9				
Asian or Native Hawaiian/Other Pacific	1.3	1.4	1.8				
White	1.3	0.0	0.4				
Male	41.7	39.3	39.8				
Female	58.3	60.7	60.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	X
Science:		Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	X		
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				v	X	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	X	
Student groups making				3	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10			Quality Review Results – 2009-10			
Overall Letter Grade:	NR		Overall Evaluation:			NR
Overall Score:			Quality Statement Scores:			
Category Scores:			Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the</i>			Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the</i>			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the</i>			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:			Quality Statement 5: Monitor and Revise			

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 102	District 16	School Number 594	School Name Gotham Academy
Principal Alex White		Assistant Principal N/A	
Coach N/A		Coach N/A	
Teacher/Subject Area Isaac Mills/ESL		Guidance Counselor N/A	
Teacher/Subject Area Una Kariim Cross/SPED/ELA		Parent Tyeast Fullerton	
Teacher/Subject Area Arturo Acevedo/Foreign Language		Parent Coordinator Ed Archibald	
Related Service Provider Shelby Mitchell, LCSW		Other n/a	
Network Leader n/a		Other n/a	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	275	Total Number of ELLs	6	ELLs as Share of Total Student Population (%)	2.18%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part IV: ELL Programming

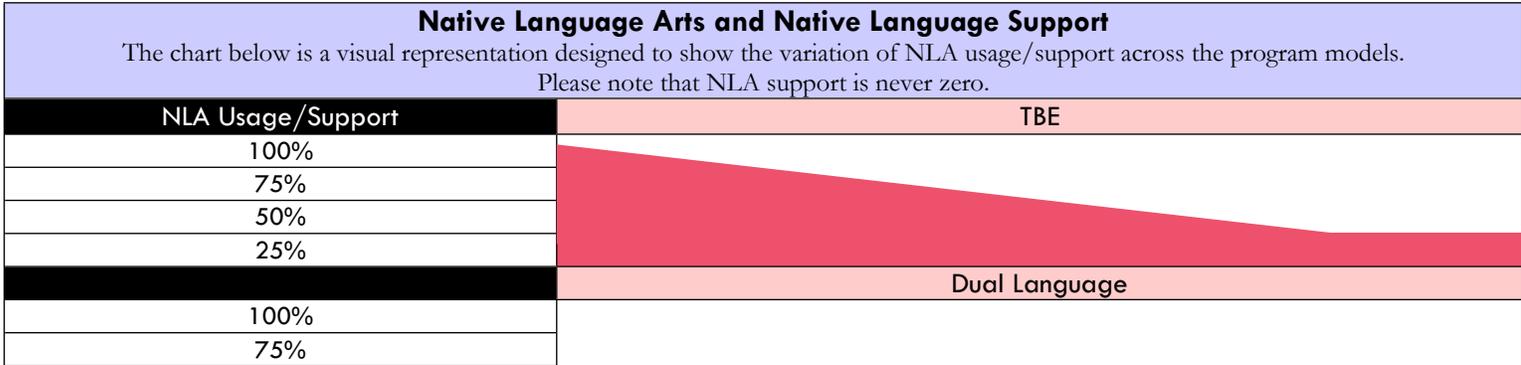
A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. Because of our very small ELL population, we develop a highly individualized push-in and one-on-one support program for each of our ELL students.
6. Our students have demonstrated proficiency on the NYSESLAT as a result of their language and literature-rich curriculum.
7. We will continue to develop individual support systems for our ESL population based on each student's needs. If we see an increase in our ELL percentage, we will develop appropriate new strategies as needed.
8. We will not discontinue any existing programs.
9. All our ELL students have full access to all our before and after school support programs and activities.
10. We use dual language texts and translations of classroom literature texts as additional supports for ELL students, but mostly rely on intensive one-on-one support to help them navigate texts in English.
11. We only employ ESL programs and supports for our small population of ELL students.
12. We provide highly individualized supports for our ELL students to ensure that they are getting support tailored to their grade level and current schedules of classes.
13. We provide translation services to all families and students during our regular orientation activities.

14. We have an advanced spanish language literature and media course planned for the Spring semester. We currently have only one foreign language (Spanish) teacher on staff and he works as part of our ELL team. He will be running the language elective offerings for our spanish speaking ELL students.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		