



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : GOTHAM PROFESSIONAL ARTS ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16K594

PRINCIPAL: ALEX WHITE **EMAIL:** AWHITE10@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Isaac Mills	*Principal or Designee	
Kris Macklin-Nordt	*UFT Chapter Leader or Designee	
Tanja Albert	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Devin Bradford Diamond Grambry	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Crystal Watson	Member/Parent	
Lisa Powell	Member/Parent	
Duron Jackson	Member/Teacher	
Eric Hall	Member/Parent	
Una Kariim Cross	Member/Teacher	
Nalo Lewis	Member/Teacher	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To increase the percentage of students who earn 10+ credits in their 3rd year (including 6 in their core subject areas) from 50% to 70%

Comprehensive needs assessment

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

Our school received a low grade on its 2010-11 Progress Report in large part due to the low percentage of students earning 10+ credits per year. This was particularly acute in the 3rd year cohort's data (only 50% of third year students earned 10+ credits last year). We have conducted staff inquiry into this problem and have identified it as an area in urgent need of improvement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- a) **Inquiry into the reasons for high failure rates among our 3rd year students has revealed that the problem is not endemic to one subgroup but is instead spread across the school. Because we identified the problem as widespread, we are developing school-wide strategies to implement more supports and interventions for students who are struggling or at risk of failing classes.**
- b) **Our primary strategy to address the high failure rates among 3rd year students is to provide more robust tutoring, labs, and before/after school small group instruction opportunities. Each department has selected one day a week when all the teachers in that department stay after school and work in a common room, so students can access support from a wide range of teachers. We have also introduced labs that focus on particular components of the work we require from our students (a lab on opening paragraphs, or how to properly cite sources, instead of a generic "English" lab.)**
- c) **Department teams meet weekly to collaboratively review student work and target areas for improvement or additional instructional focus. Each department engages in inquiry into student work and builds a plan for after school labs and curricular units that can address the areas targeted for improvement.**
- d) **We began monitoring student passing rates at mid-semester and will review them again at mid-year. Additional strategies, such as schedule changes to allow a student more opportunities to pass their 6 core subjects, will be implemented on an as-needed basis at mid-year.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We have implemented a school-wide policy that every advisory teacher calls a guidance meeting with each advisory student who is failing two or more classes on any progress report. The guidance meeting must involve the parent/guardian, both to solicit support from the family and to emphasize for the student that the problem is a serious one.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Nearly all Gotham Academy teachers are highly qualified at this time, or are in the final process of attaining “HQ” status. We continually monitor the HQ status of our teachers to ensure that they are up-to-date on all requirements. For future hiring, we will continue with our system of recruiting HQ teachers via DOE hiring fairs, partnership connections and a multi-layered interview process.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our social worker and guidance team work closely with our academic advisors to ensure that all our students have equal access to the supports and intervention services at our school, regardless of their home situations or other interferences that may be occurring in their personal lives. But the interventions we are devising to address this goal will be generated by our own staff and tailored to meet individual student needs.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

To support more robust after school (and Saturday) labs and small group instruction opportunities, we are allocating more money in our annual budget to make more per session funding available to support teachers working extra hours with students. We are allocating FSF monies to support the after school programs and Title I (SWP) monies to support Saturday support programs

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

We have identified student daily attendance as an area in need of improvement and have a goal of raising our average daily attendance rate from 77% to 85%.

Comprehensive needs assessment

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

Our average daily attendance in 2009-2010 fell to 77%, lower than it has ever been. Our attendance team identified two groups of students who had attendance problems: students who were LTA, and students who regularly missed three or four days per month. We are focusing on improving the attendance rates of the group who come to school regularly, but also regularly miss several days of school per month. While we have not given up on the persistently LTA students, we are working with them to explore transfer school options because many of these LTA students are also over-aged and under-credited students who should explore a more expeditious path to a diploma at a transfer school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- a) **We have instituted daily advisory meetings in the morning to enlist advisory teachers' support in monitoring and supporting student attendance. Advisory now meets every day, in the second period, which gives us a daily advisory snapshot of attendance rates and trends. We are conducting monthly advisory attendance competitions, with awards and incentives given to the advisories with the best monthly attendance. We will continue to reward students with 100% attendance, as we always have. But we are rolling out the advisory attendance competition in an effort to cast a wider net and build more student support for improved attendance. Rather than simply reward the students with perfect attendance, we are also rewarding students who are "most improved" in an effort to target the students who regularly miss a few days of school per month.**
- b) **All advisory teachers will be engaged in the process of monitoring attendance**
 - c) **All advisory teachers will engage in collaborative inquiry into the causes of absences and in monitoring trends. Advisory teachers work with their advisees to develop individual plans for improving attendance.**
 - d) **We began the advisory attendance competition in November 2011 and will continue it through the school year.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- We will continue our policy of calling the parent of every absent student every day (this will continue to be done by our attendance team). In addition, advisory teachers will call guidance meetings with the parents of advisees who develop attendance problems to collaboratively develop a strategy for improvement.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Nearly all Gotham Academy teachers are highly qualified at this time, or are in the final process of attaining "HQ" status. We continually monitor the HQ status of our teachers to ensure that they are up-to-date on all requirements. For future hiring, we will continue with our system of recruiting HQ teachers via DOE hiring fairs, partnership connections and a multi-layered interview process.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Our social worker and guidance team work closely with our academic advisors to ensure that all our students have equal access to the supports and intervention services at our school, regardless of their home situations or other interferences that may be occurring in their personal lives.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- We will divert a small portion of FSF to support the rewards and incentives program we are introducing to support attendance. But most of this goal will be met through staff and student efforts to change the culture around attendance at our school.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

This year, we have set a goal to reduce our percent of students who arrive late to school from 20% to 15%. In addition, we have identified a small subset of students who regularly come to school more than an hour late. We are targeting this smaller group for more aggressive intervention.

Comprehensive needs assessment

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

Through our inquiry into trends and patterns of student attendance, we identified lateness as another area for improvement and noticed that lateness was impacting on passing rates in our first period classes. Obviously, students who regularly miss most or all of their first period classes will struggle in those classes and possibly set themselves up to fail.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - a) **We have always monitored student lateness. And we have always been aware that late arrival to school has a negative impact on student grades and credit accumulation. As part of this annual goal, we are increasing our efforts to report out lateness data to advisory teachers and parents. We are introducing a policy to report out daily lateness rates based on advisory groups and encourage competition between advisories to earn incentives and rewards for having the lowest lateness rate among advisories.**
 - b) **We have designated one teacher to gather, calculate and disseminate lateness data on a weekly and monthly basis and have enlisted all advisory teachers to engage in the goal of reducing lateness. Based on ideas that were generated by our SLT, we are exploring strategies such as automated wake-up calls and lateness mentors (a buddy-system pairing students with lateness problems with students who have good on-time attendance to support student-led efforts to reduce lateness).**
 - c) **In an effort to reduce the impact of lateness on first period classes, the staff collaboratively decided to adopt a rotation schedule that moves three different classes into the first period time slot across the week.**
 - d) **The focus on lateness began in November 2011 and will continue through the 2011-12 school year.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

In addition to reporting daily attendance to parents, we will now also report lateness in an effort to engage parents in helping to get students to school on time. The strategies for improving on time arrival grew out of parent meetings and SLT meetings. Our PTA is also exploring ways that parents can support and celebrate students who get to school on time (PTA sponsored breakfasts, awards for most improved lateness, etc.)

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Nearly all Gotham Academy teachers are highly qualified at this time, or are in the final process of attaining “HQ” status. We continually monitor the HQ status of our teachers to ensure that they are up-to-date on all requirements. For future hiring, we will continue with our system of recruiting HQ teachers via DOE hiring fairs, partnership connections and a multi-layered interview process.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We are exploring options to sign-up for an automated wake-up calling service to make wake-up calls to students who have lateness problems in an effort to get them up and out of the house earlier and get to school on time.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

There are no additional funds needed to support this program. We may need to divert some FSF per session funds to support the data collection and reporting of data, but even this seems like we will be able to produce the necessary data without accruing per session expenditures.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

We plan on introducing credit-recovery opportunities for students who need to earn an additional credit in a core subject area to meet graduation and promotion criteria.

Comprehensive needs assessment

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

As we discovered from a close review of our Progress Report, we have identified a need for credit-recovery options for students who have either failed a class in a core subject area or whose schedule did not allow them to take a needed course. While most of our focus will be on boosting our passing rates in core subject areas (see CEP goal #1), we acknowledge that some students will still need to recover credits to stay on track to graduate. We are mindful of the need to create credit recovery options that do not interfere or undermine the work students are doing in their regular classes, so we are exploring the possibility of afternoon or Saturday classes that students who need the additional credit could opt to take.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- a) **Priority for credit recovery will be given to students who have completed all other requirements to promote or graduate but are still short one credit in a required area. Students who are LTA and/or failing many classes will not be given priority for credit recovery but will instead be referred to our guidance team for possible transfer to a transfer school or other academic intervention strategies.**
- b) **Each core subject department team will collaboratively develop a proposal for an after-school or Saturday class in their subject area that would provide our students with an opportunity to recuperate a credit in that content area. Based on student need, up to four credit recovery courses will be offered in the spring 2012 semester, taught by members of our staff.**
- c) **Each department will collaboratively develop a credit-recovery offering that aligns with curricular goals in that content area.**
- d) **We will roll out our credit recovery program in the spring of 2012**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Students who need credit recovery in any subject area will be flagged first by their advisory teacher. The advisory teacher will call a guidance meeting with the parent/guardian of each student who needs to recuperate credits and a plan will be developed in the guidance meeting that illuminates a path to promotion and graduation. Parents will be enlisted as partners in supporting their child's effort to catch up and remain on track to graduate.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Nearly all Gotham Academy teachers are highly qualified at this time, or are in the final process of attaining “HQ” status. We continually monitor the HQ status of our teachers to ensure that they are up-to-date on all requirements. For future hiring, we will continue with our system of recruiting HQ teachers via DOE hiring fairs, partnership connections and a multi-layered interview process.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We hope to develop credit recovery offerings that are aligned specifically to our school’s curriculum and successfully prepare students to complete our alternate assessments (PBATs instead of Regents). For this reason, we will be developing our credit recovery programs in-house and will not begin with curriculum developed by outside agencies or as online courses. After our first semester of offering credit recovery courses we will reflect on the academic progress students make in these course and then explore whether we may need additional resources from outside agencies.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We will be funding the after school and Saturday classes by diverting per session funding from other areas in our budget (FSF, Title I SWP monies for the Saturday programs, etc.)

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

To increase the scores our school receives in the “Safety and Respect” category of the annual school environment survey from a 6.0 (2011) to a 7.0 (2012).

Comprehensive needs assessment

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

We identified this need through close review of the data included in our Progress Report grade.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- a) **This goal reflects our staff and student’s common goal of making our school environment safer, more respectful and more conducive to academic achievement. Because the target audience for this goal is our entire school community, we are exploring ways to engage students, teachers and parents in a collaborative culture-building process that is defined as grassroots (bottom-up) rather than administrative (top-down) in strategy and impact.**
- b) **We have formed several student-led groups to take leadership in the process of making our school environment safer and more respectful. Students participating in the CORO youth ambassador program are engaged in a year-long investigation into safety and respect in our community and are developing peer education workshops aimed at raising awareness around safety issues. Students participating in the Student Voice Collaborative are organizing a Fairness Committee at Gotham Academy wherein we will pursue alternative discipline strategies aimed at reinforcing community values in our school. A Student Government comprised of representatives from each advisory is creating advisory challenges to broadcast and publicize our school’s common values. And we are employing the use of regular “town hall” meetings to promote student voice and action around improving the safety culture at our school.**
- c) **In their roles as advisory teachers, all teachers are involved in this initiative. Teacher representatives have joined the Fairness Committee as well.**
- d) **We have already begun to work towards this goal and hope to see the impact in the results on our school surveys in the spring of 2012**

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We will engage parents as partners in this process of raising awareness around safety and respect in our school. But we see this particular goal as one in which the students and staff who work together every day need to collaborate on improving our school’s culture. Parents have consistently given the school high marks in the safety and respect category of the school environment survey and we hope these initiatives will only provide continued support for future high marks in this area.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Nearly all Gotham Academy teachers are highly qualified at this time, or are in the final process of attaining “HQ” status. We continually monitor the HQ status of our teachers to ensure that they are up-to-date on all requirements. For future hiring, we will continue with our system of recruiting HQ teachers via DOE hiring fairs, partnership connections and a multi-layered interview process.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We are collaborating with other local schools that run Fairness Committees (Humanities Prep HS, James Baldwin HS) to help us build capacity among our staff and students to support a vigorous Fairness Committee at our school.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

This goal should not require additional funding. We may need to provide coverage for teachers to participate in Fairness trainings, but we anticipate we can provide coverage using in-house resources.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	15	18	5	15	7	n/a	4	1
10	12	15	8	18	5	n/a	7	3
11	18	15	5	18	8	n/a	5	4
12	10	12	6	10	7	n/a	6	2

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<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 "League of Leaders"	Weekly mandated counseling groups Boy and Girl single-sexed counseling groups focused on improving academic outcomes "League of Leaders" 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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

Gotham Professional Arts Academy

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Brooklyn, New York 11233

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Alex White
Principal

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I

funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Gotham Professional Arts Academy

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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.

The student agrees to:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Gotham Professional Arts Academy
Alex White, Principal

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Rello Anselmi	District 16	Borough Brooklyn	School Number 594
School Name Gotham Professional Arts Academy			

B. Language Allocation Policy Team Composition [?](#)

Principal Alex White	Assistant Principal n/a
Coach n/a	Coach n/a
ESL Teacher Isaac Mills	Guidance Counselor Nuria Rowe-Barton
Teacher/Subject Area Arturo Acevedo/Foreign Language	Parent Lynda Soto
Teacher/Subject Area n/a	Parent Coordinator Edmund Archibald
Related Service Provider n/a	Other n/a
Network Leader Alison Sheehan	Other n/a

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	293	Total Number of ELLs	7	ELLs as share of total student population (%)	2.39%
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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.
5. 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.)
6. 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. 

1. Most of our incoming students arrive at Gotham Academy after already attending another NYC public school for at least a year. In the five years since opening our school, we have only once welcomed a student who was new to the country and to the NYC public school system. Isaac Mills, our ESL teacher, and Pat Robinson, our attendance teacher, are responsible for administering the home language survey and conducting the initial interview with students new to the city and country. Isaac Mills is responsible for administering the LAB-R when necessary. And we have several staff members who are proficient in foreign languages and are able to translate for parents and families when necessary (languages spoken by staff at this school include Spanish, French, French Creole, Russian, Portuguese, Hebrew). All our incoming students take initial diagnostics in reading/writing and mathematics for use in placing them in appropriate classes.

2. Because of our very small percentage of ELL students, we currently run only Freestanding ESL programs (push-in and pull-out). If we encounter a new student whose family may prefer a bilingual or dual language program, we explain to them their right to pursue the type of ESL they prefer for their child. In one case we were able to facilitate a student's transfer to a school with a well developed bilingual program in Spanish in response to a family's preference.

3. We have staff members who are proficient in the family's native language review the Parent Survey and Program Selection forms and work with them to fill them out if they need assistance. Given the high proficiency levels of our ESL students, as measured on the NYSESLAT, the parents have consistently opted for the Freestanding ESL supports we currently have in place at our school.

4. As mentioned in #2 above, we have only once had a student come to our school with such limited English proficiency that her family worked with our Language Allocation Policy Team to explore other options at other schools. She and her family opted to transfer to a school with a very large bilingual program, partly because the child would benefit from the bilingual instruction, and partly due to the child's desire to be in a school with a larger percentage of Spanish speaking students.

5. For the past five years, the trend in program choices parents have requested at our school is for freestanding push-in/pull-out ESL instruction and supports. While we continue to work with such a small percentage of ELL students, we will continue to work on a highly individualized basis with students and families to ensure they are aware of their choices within our school and the NYC DOE.

6. Yes, the program models we currently employ are responsive to parent requests and are appropriate for the population of ELL students currently attending our school. Obviously, if our demographics change, we will continue to work with parents to ensure that the programs we offer are aligned with parent choice and student needs.

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
Page 22

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	3
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	4

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											0
ESL	1		1	2			4	1	2		7
Total	1	0	1	2	0	0	4	1	2		7

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

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										1	1		1	3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										2	2			4
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	3	3	0	1	7								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. While our ELL population remains so small, we continue to provide both pull-out and push-in support for ELL students in all subjects as needed. For the past year and this current year all our ELL students are in heterogeneous classes. The ELL students with IEPs receive ICT classes or SETTTS small group support, depending on their IEPs. Our ESL teacher works with classroom teachers and our special education team to collaboratively devise appropriate supports for ELL students.
2. Our Advisory groups meet for a total of 180 minutes a week and allow for our small group of ELL students to receive additional support from our ESL teacher. We also provide tutoring after school for an additional 150 minutes a week.
3. All our ELL students are performing at an advanced level on the NYSESLAT and none require that instruction or texts be delivered in a language other than English.
4. Based on the NYSESLAT results, we do not have ELL students who qualify for evaluation in their native languages. In fact, most of our ELL students are now more proficient in English than in their native languages.
5. Most of our ELL students will complete their 6 years of service while they are in their first or second year with us then transition from ELL supports.
6. Our ESL teachers and special education team collaborate when they have a student who qualifies for both supports and combine strategies to support student achievement.
7. Our advisory system embeds 180 minutes of small group instruction for all students. We also use our small group instruction time to provide another 150 minutes weekly of intervention and supports.

Courses Taught in Languages Other than English ⓘ

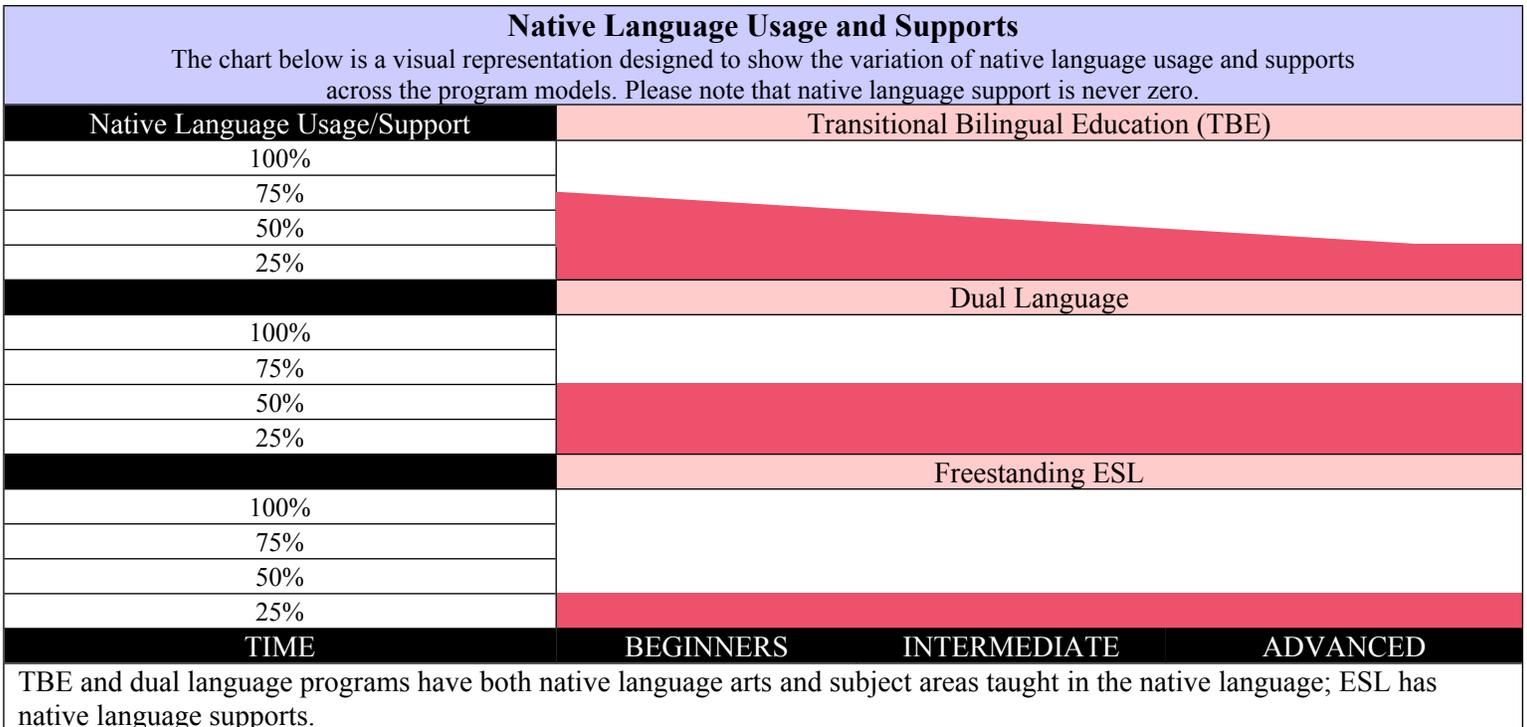
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0		
Social Studies:	0		
Math:	0		
Science:	0		

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



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

B. Programming and Scheduling Information--Continued

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

8. Based on an analysis of our ELL students' NYSESLAT and interim assessments, we offer a range of small group interventions by subject.
9. All our ELL students are reaching proficiency on the NYSESLAT within two years of entering our program.
10. We will continue to tailor our ELL programs to meet the needs of our incoming ELL students
11. No programs will be discontinued this year.
12. Our ELL students have full access to all our courses and support services.
13. Differentiated support strategies have supported our ELL students participating in all activities and using all the same materials as non ELL students.
14. We do not have needs for native language support among our ELL students and use native language only when dialoguing with parents who are not proficient in English.
15. Yes, because of the highly individualized supports in place.
16. All ELL students participate with their co-hort in our summer bridge program -- a four day intensive orientation program that acculturates all incoming students to our school, our methods of running classes, our writing-heavy curriculum, and our use of the city as a classroom.
17. At this time we only have Spanish as a foreign language. We are exploring ASL as an additional language to be taught at our school.

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)?

We do not have a dual language program

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.

1. Our ESL teacher participates in professional development offered by the network and our consortium.
2. Given the high scores on the NYSESLAT, most of our ELLs benefit from the range of supports we offer all students transitioning from middle to high school (bridge program, required foundational classes, small advisory groupings that meet 180 minutes a week, and small group intervention and support groups). We provide additional supports on an as-needed basis.
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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?

1. WE seek to engage parents as partners in their child's education through the following strategies: open communication between parents and student advisory teachers to together monitor academic progress and communicate when interventions or additional supports are necessary; parent-teacher conferences three times a year to look at student progress reports and target next steps; frequent exhibition nights at the school, where parents and families are invited to view and celebrate the accomplishments of our students; parent workshops run by our parent coordinator and supported by our PTA and SLT, focusing on the college application process, financial aid applications and ways parents can support students on the path through high school to college and careers.
2. Given our very small population of ELL students, we are able to meet the needs of our ELL parents with our current staff and do not at this time feel the need to partner with outside agencies. If our demographics change and we see an increase in the number of ELLS attending our school, we will explore what additional resources we need to build staff capacity to meet their needs.
3. We work with our PTA and SLT to devise ways of conducting outreach to parents in terms of workshops, resources or referrals to agencies that might be needed. In terms of our ELL parents, this is done on a case-by-case basis.
4. Given that most of our students will be the first in their family to attend college, most of our parent workshops focus on the college process and financial aid application process.

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)												6	1	7

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

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													1
	P											3		
READING/ WRITING	B													
	I											1		
	A											2		
	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									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	1	0	1	0
Integrated Algebra	0	0	0	0
Geometry				
Algebra 2/Trigonometry				
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								

B. After reviewing and analyzing the assessment data, answer the following

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?

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

School Name: Gotham Professional Arts Acade		School DBN: <u>16K594</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alex White	Principal		12/1/11
n/a	Assistant Principal		1/1/01
Edmund Archibald	Parent Coordinator		12/1/11
Isaac Mills	ESL Teacher		12/1/11
Lynda Soto	Parent		12/1/11
Arturo Acevedo	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Nuria Rowe-Barton	Guidance Counselor		12/1/11
Alison Sheehan	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **16K594** School Name: **Gotham Professional Arts Academy**

Cluster: _____ Network: **CFN 102**

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

Part A: Needs Assessment Findings

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

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 four 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. We have also reached out to the available NYC DoE translation services when we encounter translation needs that we cannot meet with our in-house resources. For instance, we used a NYC DoE American sign language translator last year to provide translation services for a hearing-impaired parent during parent-teacher conferences.

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.