



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: GOTHAM PROFESSIONAL ARTS ACADEMY

DBN: 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 School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Alex White	*Principal or Designee	
Kris Macklin	*UFT Chapter Leader or Designee	
Sonda Woodard	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Elia Martinez Melissa Celi	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lisa Powell	Member/ Parent	
Denise Williams	Member/ Parent	
Eric Hall	Member/ Parent	
Nalo Lewis	Member/Teacher	
Isaac Mills	Member/ Teacher	
Stephane Barile	Member/ Teacher	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). The A.R.B. will be comprised of six teachers (one representative from each of our five departments and from our SPED team) and one administrator. The A.R.B. will meet 1.5 hours per week and 2 hours on one Saturday each month, for a total of 8 hours per month, totaling 78 hours of per session by the end of the school year. The targeted student population is any student who failed one or more core subject in the fall semester (120 students). The A.R.B. will monitor these students' academic progress and propose intervention strategies throughout the year.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

From our 2012 QR, page 4: Ensure that teacher practices, across all classrooms engage students in high level discussions and in producing work products that demonstrate critical thinking. (Note: This Goal also overlaps with Goal Number 3 from the 2012-13 Principal Performance Review)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

We have chosen the *speaking and listening* components of the CCLS as an area to focus on in all subject areas this year. Our goal is to both increase the frequency of speaking and listening (debate and discussion) in all subject areas and to make the speaking and listening components of our classrooms more robust and rigorous. The goal is to engage students in high level discussions that will yield work products that demonstrate critical thinking and higher level reasoning, as measured on the common rubrics used to evaluate student written in each department at every grade level. The measurable goal will be an increase in student work that is rated “Competent” or “Good” on our common rubrics.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

We will look for evidence that speaking/listening/debate/and discussion are happening weekly in every class in every subject area. Speaking and presentation are already a required component of our graduation requirements (performance-based assessment tasks). We want to see evidence

that the speaking and listening skills required at the graduation level are being practiced in all classes, not just the classes that produce the graduation tasks.

We are running department-based professional development activities all year, with each department presenting evidence and examples of how they are working to incorporate CCLS into their practice. We are focusing the first PD from each department on the role that questions play in producing rigorous speaking and listening in the classroom. We are also incorporating an expectation that all teachers will visit at least two classes from outside their department to observe the role speaking and listening play in the classroom.

On election day and on Chancellor's conference day we are conducting an extended professional development activity to conduct inquiry into the role speaking and listening play in our classes. In the PD on election day, we will ask all teachers to adopt one of the speaking and listening strategies that are shared by staff in the PD. When we re-visit this topic on the Chancellor's conference day, we will explore the relationship between speaking and listening activities in the classroom and the written work produced by students who engaged in the speaking and listening activities. All teachers on staff will engage in both professional development activities. Both activities will require that teachers have incorporated speaking and listening activities into their lessons.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Ten teachers will participate in inter-visitations with other schools where we have found evidence of rigorous debate, discussion and questioning techniques being employed in classrooms. We will fund ten per diem substitutes to cover their classes during these inter-visitations. This same group of teachers will meet monthly for four hours of per session funded inquiry meetings to discuss what they saw during their inter-visitations and explore ways to bring what they saw to our classrooms and school culture. These same ten teachers will meet for two hours of planning time to turn-key their investigation into speaking and listening activities and run a PD for our entire staff. We expect all students and teachers in the school to participate in the activities that come out of that PD.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

From our 2012 QR: Expand teachers' use of data to examine school-wide practices that impact student achievement (3.3)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

x 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

This year our goal is to increase both attendance at after school labs (by 10%), and the impact of labs on student performance, as evidenced by an increase in passing rates, compared to 2011-12 school-wide data. If in 2011-12, only 10-15% of failing/struggling students accessed the support labs we offered, we plan to increase that number to 25-30% of students who need support regularly attending labs.

After examining the effectiveness of our 2011-12 effort to refer students in need of academic support and intervention to before or after school small group instruction/tutoring opportunities, we discovered that very few of our students were attending after school labs and few were benefiting from the small group instruction we were offering. To pursue this goal, we used an SBO vote among the staff to embed our extended time into the school day and make after school labs a requirement for all students in the school, for 50 minutes, three times a week. Teachers used classroom performance data and departments used longitudinal year-to-year data to nominate specific students for specific subject-based labs. Students who did not need additional support were placed in homework labs or student activity clubs. But everyone had to stay during the lab periods for the first semester.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

The first part of this goal (the first semester, when the whole school is required to stay for labs) is designed to break some of the stigma associated with being required to stay for labs. We hope that by requiring everyone to stay, we will help more of our struggling students appreciate the support and benefits of attending the labs. This is a deliberate attempt to change the culture around after school labs among our student community, because our data showed that many students in need of interventions and support were not attending labs. In the spring semester, when we return to a more traditional targeted-instruction model, we hope to see higher attendance rates and better student performance as a result of the extra support they are receiving. To provide incentives for students to boost their performance, we will offer students a way to earn their way out of the required labs in the spring semester. In the spring semester, only students who failed a class in the first semester will be required to attend after school labs. Students who passed all their classes in the first semester will not have to stay for targeted instruction. At mid-term conferences, we will again offer students a way to earn their way out of labs if they are passing all their classes. Students who are failing classes at mid-term will be assigned to labs if they are not already assigned. We will also open the school on Saturdays for 8 Saturdays in the spring semester, to

allow for expanded learning time, both to give students extra targeted instruction and to give students who missed or cut their after school lab another opportunity to receive the academic intervention service. To support attendance at the after school targeted instruction labs, we will create a team of four teachers who will gather attendance data on a weekly basis and disseminate to teachers and advisors. This team will also facilitate guidance meetings between students and teachers for students who avoid or cut their after school labs.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). To monitor attendance at our targeted instruction labs, 4 teachers will gather and report attendance data from all our after school labs on a weekly basis (3 hours of per session per week for four teachers, or 192 hours of teacher per session for the year). We are also budgeting 48hours of secretary per session to assist in outreach to parents and ilogging interactions. For the "Support Saturdays" program, we will budget teacher per session monies for 6 teachers (1 from each dept plus SPED) and principal per session for one administrator and para per session for one school Para to work 4 hours on 8 Saturdays in the spring semester (5 hours for the administrator). We will fund the same team to conduct extended day before/after school additional support labs for students who need support beyond the scheduled lab time (Note: principal per session is not required for extended day program, only for Support Saturdays. We expect 40-50 students to participate in each Saturday, with more taking advantage of the work time towards the end of the semester, or a total of 150 students during the whole semester.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Safety has been a focus for us since we received an F on our Progress Report in 2010-11, including an F in the category of School Environment. Although we saw significant improvements in our School Environment data on our 2011-12 Progress Report (when we got a B in that category and a B overall), "Safety and Respect" remains the area where we are earning our lowest scores on the School Environment Survey (53.6% of the city range, vs. 80% or better in the other categories).

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To better address the issue of safety and respect in our school community, we are launching a Fairness Committee in our school. Fairness Committee is a restorative justice/alternative discipline strategy that provides an alternative to the usual suspension system of punishing inappropriate behavior. The goal is to reduce the number of student suspensions in the 2012-13 school year.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Although we have seen a sharp decrease in the number of student suspensions this year, we have identified a small percentage of our student body who are frequently being punished for breaking school rules. Our frustration has been that the punishments we can employ do not seem to impact on negative student behavior. Many of the students who have been suspended once for infractions get suspended again for similar infractions. Suspension seems to us a poor tool for getting students to realize the consequences of their behavior, accept responsibility for those consequences, and reflect on the incident in a way that encourages them not to repeat the negative behavior. Fairness Committee is expressly designed to encourage participants to reflect on the impact their behavior had, and collaboratively develop strategies for avoiding similar negative behavior. Fairness Committee requires students and staff to be trained in the Fairness protocols. We have two School Social Workers on staff who have been trained in Fairness. And we have four students who have been trained to serve on Fairness. Since the composition of each Fairness committee should be tailored to the incident and the particular students involved, part of our goal is to greatly increase the capacity of our staff to run Fairness committees by training a total of 12 teachers on the protocols and culture of running Fairness Committee. We will evaluate the effectiveness and impact of the Fairness Committee by looking at two types of data: a continued reduction in our number of student suspensions, both because Fairness offers an alternative to suspension, and because we hope that the experience of sitting in a Fairness Committee will encourage students who have been through the experience to avoid the negative behavior that resulted in them going to Fairness in the first place.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). We will budget sufficient per session monies to fund 12 teachers, 2 social workers, and one assistant principal for two three hour Fairness trainings (72 hours of teacher per session, 12 hours of Social Worker per session, and 6 hours of AP per session). With this addition group of trained staff, we hope we can increase the frequency of fairness committee meetings and reduce the time that lags between an incident and when it gets brought to Fairness. By increasing the number of trained staff members who can run fairness meetings, we hope to move fairness closer to the core of our school's approach to alternative discipline strategies.

(non-contractual service/parent involvement, we will build a parent resource library to provide parents with books, dvd's and other materials to support them through the college application process and to support the workshops we will run for families.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). We will fund this goal of increasing parent involvement at our school through the Title I SWP set-aside parent engagement monies and the Priority/Focus parent engagement set-aside monies. The monies will go towards funding activities developed collaboratively by our SLT to boost parent engagement in school activities.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Subject-based support labs	Small group/targeted instruction. One-to-one support Tutoring	After school labs Before school labs Saturday labs
Mathematics	Subject-based support labs	Small group/targeted instruction. One-to-one support Tutoring	After school labs Before school labs Saturday labs
Science	Subject-based support labs	Small group/targeted instruction. One-to-one support Tutoring	After school labs Before school labs Saturday labs
Social Studies	Subject-based support labs	Small group/targeted instruction. One-to-one support Tutoring	After school labs Before school labs Saturday labs
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Small group counseling Individual counseling Gender-specific counseling	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Since opening our school in September 2007, we have retained more than 70 % of our full time teaching staff (we have hired a total of 35 teachers in the six years we've been open, and only 8 have moved on to other schools or other career opportunities; 27 teachers have stayed in their positions with us.) The main reason for this high retention rate is our membership in the New York Performance Standards Consortium (the group of 28 schools across the state that have received Regents waivers from the state and use performance assessments instead of Regents). As a member school in the consortium, our staff is connected to a professional community of educators who collaborate closely and frequently with each other around curriculum and best practices. The consortium runs monthly subject-based workshops that our teachers attend and take turns running. The consortium facilitates inter-visitation days that encourage our staff to visit other schools and observe classes. The assessments required for graduation are designed by teachers and administered by teachers, giving them a high degree of ownership over the benchmarks students must meet in their subject to graduate. Combined, these elements provide our staff with support, resources, and connection to a community of educators engaged in similar work.

Because membership in the New York Performance Standards Consortium has been such a vital part of our ability to retain high quality teachers, we recruit heavily among teachers who have worked at Consortium schools. Among our current staff are teachers who taught previously at a wide range of Consortium schools, including: Urban Academy, I.C.E., Essex Academy, Vanguard HS, Facing History HS, Fannie Lou Hammer HS. We also recruit from schools that are part of the Coalition of Essential Schools, nation-wide.

Teachers are assigned to teach courses based on an annual needs-assessment we conduct into where our students need credits, by subject and level. Each department conducts inquiry into what students need which level of course in their department. And administration/guidance tallies credit needs by grade and department. Department chairs then meet with administration before each semester to finalize teaching assignments. Through this collaborative process, we ensure that teachers feel some ownership and control over what courses they teach. This element of choice is another crucial factor in our ability to recruit and retain high quality teachers. We are also initiating department-based hiring committees to join the interview process in selecting HQ candidates, in an effort to identify teachers who will be well-matched to the existing staff in each department.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

THE DEPARTMENT OF EDUCATION OF THE CITY OF NEW YORK

**Gotham Professional Arts Academy
265 Ralph Avenue
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**Principal
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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;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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)

K 1 2 3 4 5

Check all that apply

6 7 8 9 10 11 12

This school offers (check all that apply):

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

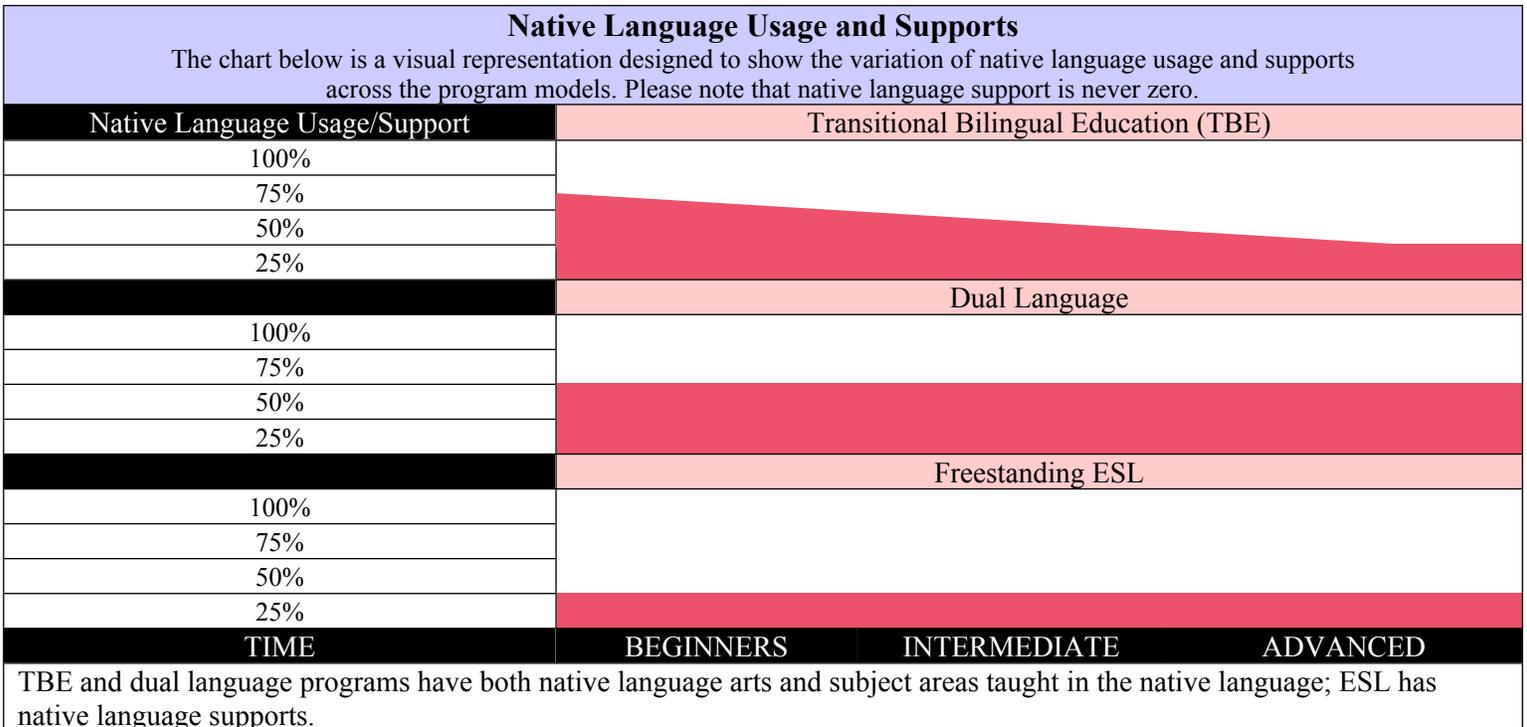
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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?
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.
 3. Our staff participates in collaboratively developed PD training run by ESL teachers, particularly around the range of reading and writing supports that can be implemented to differentiate texts in classes.

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
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									
	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

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

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.

1. As a member of the New York Performance Standards Consortium and the DY0 Interim Assessment Consortium, Gotham Academy staff develop teacher-created assessment tools to monitor student progress towards successful completion of our alternative graduation requirements (a battery of five Performance Based Assessment Tasks, called PBATs). All students take teacher-designed diagnostics in reading, writing and mathematics when they enter Gotham Academy. At regular intervals (every 6-8 weeks) a sample of student written work is reviewed and evaluated by the appropriate department. Students progress from foundational classes, to intermediate pre-requisite level classes and then to advanced, PBAT level classes. At each level, staff use rubrics to evaluate the progress students are making towards proficiency in that subject area.

2. We have seen students make steady and appropriate yearly gains in their written work and mathematical reasoning as measured on our rubrics. We emphasize writing across the curriculum and provide students with multiple supports to improve their writing and communication skills.

3. While our ELL students continue to progress towards proficiency on the NYSESLAT in a timely manner, we will continue to provide them with the individualized supports to succeed in our program. We have not seen evidence that our ELL population is struggling, and in fact have seen some of our ELL students performing at or near the top of their classes. Our alternative assessments and graduation requirements require extensive writing, revision, and oral debate, discussion and presentation that prepare all students for success in college and careers.

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: <u>Gotham Professional Arts Acade</u>		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)

School Name: Gotham Professional Arts Acade

School DBN: 16K594

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.