



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: GOTHAM PROFESSIONAL ARTS ACADEMY

DBN (i.e. 01M001): 16K594

Principal: ALEX WHITE

Principal Email: AWHITE10@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: ALISON SHEEHAN

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Isaac Mills	*Principal or Designee	
Sharine Rowe	*UFT Chapter Leader or Designee	
Lisa Powell	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Paul Broadus	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jamyra Salley	Member/ Student Representative	
Michelle Barker	Member/	
Patsy Andall	Member/	
Michelle Cephus	Member/	
Jon Michael Hanna	Member/	
Stephane Barille	Member/	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

School Information Sheet for 16K594

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	242	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2013-14)					
# Visual Arts	19	# Music	N/A	# Drama	9
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	73.4%	% Attendance Rate			81.2%
% Free Lunch	99.6%	% Reduced Lunch			0.4%
% Limited English Proficient	1.1%	% Students with Disabilities			20.9%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American			79.1%
% Hispanic or Latino	18.7%	% Asian or Native Hawaiian/Pacific Islander			1.1%
% White	0.4%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	5.34	# of Assistant Principals			N/A
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			6.9%
% Teaching with Fewer Than 3 Years of Experience	12.5%	Average Teacher Absences			5.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	92.3%	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			66.0%
6 Year Graduation Rate	61.7%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The greatest strength of our 12-13 SCEP was its emphasis on using our existing systems to better track student performance and monitor the effectiveness of interventions to support student success.			
Describe the areas for improvement in your school's 12-13 SCEP.			
We continue to seek better ways to engage parents as partners in their child's education and pathway to college and careers. Our 12-13 SCEP included strategies to get better parent involvement, and we did see a rise in parent attendance at school conferences and events, but we are still looking for ways to engage parents as partners.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
It took our SLT a very long time to navigate the SCEP – it was our first year designated as a Focus school.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We saw results for all the goals articulated in our 12-13 SCEP and have been able to build on some of those gains as we entered a new school year.			
Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
We have an entirely new SLT this year so we begin from scratch in terms of orienting SLT members to the structure and format and requirements of the SCEP. There are also major changes in how the Focus monies can be allocated, so we will need to reimagine how to use this money to produce the most impact.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Increase the number of students who pass the CUNY math assessment exam. Increase the passing rate on PBAT projects through writing intervention and support			
Describe how the school leader(s) will communicate with school staff and the community.			
Through weekly staff meetings, monthly PA meetings, SLT meetings, and through our student advisory representative committee			
Describe your theory of action at the core of your school's SCEP.			
Our theory of action at the core of this year's SCEP is to build on the successes of last year's SCEP and continue policies that support students on their pathway from 9 th grade to college and careers and involve parents as partners on that journey.			
Describe the strategy for executing your theory of action in your school's SCEP.			
We will follow our policy of trying to form the strongest possible teacher teams to conduct the collaborative work required to meet our SCEP goals, with an additional goal of having every single staff member engaged in working towards meeting our SCEP goals.			
List the key elements and other unique characteristics of your school's SCEP.			
This year's SCEP aligns with a multi-year effort to improve the effectiveness of the supports we offer our students, promote collaborative partnerships between teachers, and continue to explore alternative discipline approaches to further our efforts to make our school community a safe and supportive environment for all constituents			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
Our SCEP goals are a continuation of goals we have been working towards for many years and are seeing steady gains in meeting these goals annually. We have a very consistent staff, many of whom have worked closely together since the opening of the school in 2007. Their collective knowledge and insight into the ways students struggle on the path to graduation and college makes them the best equipped people to provide effective supports to underperforming students. The entire staff will be working to meet the SCEP goals, ensuring that all staff are stakeholders in the process of pursuing gains for our students.			

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school			
Review Type:	DQR	Year:	2012-13
		Page Number:	6
		HEDI Rating:	E (P)

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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.			
	2.2 School leader’s vision		2.3 Systems and structures for school development
	2.4 School leader’s use of resources	x	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
Our goal is to transition this year to a skills-based grading and evaluation system (using the online jupitergrades system we have been using for several years, but transitioning to their skill-based system for grading and evaluating student work). This will allow our school-wide grading system to be better aligned with the common rubrics we use to evaluate student projects and essays (part of their PBAT graduation requirements).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. By transitioning to a skills-based grading system and expanding the information communicated via our jupitergrades system, we are attempting to shift student focus from simply looking at a grade, to seeing the ways their grade is connected to emerging skills. We also want our teachers to be using more consistent language with all students to keep them focused on ways to improve the quality of their work, not just their grade.
B. Key personnel and other resources used to implement each strategy/activity
1. All classroom teachers will be engaged in this process
2. A team of teachers will conduct inquiry into our current grading policies and construct a series of PDs on how to use our existing grading tool to promote a focus on student skills.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. We are still using a traditional grading system this semester. A group of teachers is preparing a PD for staff on the skills-based grading option in jupitergrades. We will pilot the skills based grading approach in the spring semester and will evaluate its impact in our progress reports issued in March, and at end of marking period.
D. Timeline for implementation and completion including start and end dates
1. Fall semester: planning and inquiry
2. Spring semester: roll out for staff and students, with inquiry conducted at year end to evaluate the results
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Per session funding for teachers to conduct inquiry and develop PD for staff
2. Per session funded PD and workshops for staff in the spring.
3. Per session funded inquiry into the effectiveness of this transition in grading at end of year.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.							
x	PF Set Aside		Tax Levy		Title IA		Title IIA
							Title III
							Grants
List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT	x	PF Inquiry Teams	x	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Deepen the differentiation of instruction so lath lessons consistently offer all students suitable challenge at their level.

Review Type:	DQR	Year:	2012-13	Page Number:	4	HEDI Rating:	E (P)
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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 Enact curriculum	3.3 Units and lesson plans
3.4 Teacher collaboration	3.5 Use of data and action planning

Annual Goal #2

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

We have identified a group of students who are still struggling to complete our PBAT projects, despite efforts to differentiate the tasks and provide teacher supports for the writing and revision process. We are proposing that we organize a team of teachers who can commit to running Saturday labs to provide additional opportunities for differentiated small group support (and one-on-one tutoring) that are difficult to schedule into regular school days. The Saturday labs would run twice a month and would provide time and space to expand the supports we can offer our struggling students

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Since all of our performance assessments require a written component, the focus of the Saturday labs would be on the writing process, whatever the subject area. Strategies include: Writing lab support, revision support, opportunities to talk through the ideas for an essay (possibly using assistive technology) before writing, and support for students who have difficulty with the presentation requirement for the PBAT task

B. Key personnel and other resources used to implement each strategy/activity

- Teachers from all subject areas who are able to support the PBAT writing process

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- We would be looking for a higher number of 10th and 11th graders completing PBAT tasks before they arrive in their senior year, and more 12th graders completing PBATs in the fall semester.

D. Timeline for implementation and completion including start and end dates

- Two Saturdays a month, beginning in November and continuing through June

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Teacher per session (5 teachers x 4 hours x 12 Saturday sessions)
- Supervisor per session: 4 hours x 12 Saturdays

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Enhance common assessments and increase the frequency of their use to ensure that feedback for students and teachers and adjustments to curriculum and instruction (both at the team and classroom levels) are more regular and meaningful

Review Type:	DQR	Year:	2012-13	Page Number:	4	HEDI Rating:	E (P)
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Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) 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.

x	4.2 Instructional practices and strategies	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

Our goal is to increase the number of our students who pass the CUNY math assessment. This will involve inquiry into the scope and sequence of our current math curriculum, exploration of the alignment between our current curriculum and the CUNY math assessment (including the sequencing of courses). We anticipate substantial changes in the sequence of math classes we offer our students and the need to involve a math coach or math curriculum specialist to assist our teachers in building capacity to support the redesigned curriculum. Embedded in this goal is a continued focus on ensuring that our math classes are aligned with CCLS expectations.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. We will administer versions of the CUNY math assessment test to all students who have passed our prerequisite level math class (which greenlights them to pursue their math PBAT graduation project), and use the results to conduct inquiry into the strengths and weaknesses of our current math curriculum.

B. Key personnel and other resources used to implement each strategy/activity

1. All math teachers will be involved in this inquiry. Once the initial inquiry is conducted, we will look to hire a math consultant or curriculum specialist to assist our math department in redesigning the curriculum to better prepare students for college level math.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. We will administer the CUNY math assessment several times throughout the year to evaluate the impact of our curriculum changes on our students’ math performance as measured by the CUNY assessment

D. Timeline for implementation and completion including start and end dates

1. Inquiry into our math curriculum and its alignment with the CUNY assessment will take place during the Fall 2013 semester. Work with the math coach or curriculum specialist will take place during the spring 2014 semester.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per session funding for the math department to conduct inquiry (15 hours of per session for each of the four math teachers)
 2. Part time salary (either F-status or consultant) for math coach or curriculum specialist
 3. Per diem sub coverage to allow math teachers to conduct inter-visitations at other schools within our network that have well developed math curricula.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS	PF CTE	x	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams		PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs			PF RTI	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

From our school survey results for 2012-13, as reported on our 2012-13 Progress Report, Safety remained our lowest-rated category (at the city-wide average, instead of above the city-wide average as we were in all other categories of the survey).

Review Type:	Progress Report	Year:	2012-13	Page Number:	1	HEDI Rating:	n/a
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) 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	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

As part of an ongoing effort to reduce the number of student suspensions, increase our safety rating on the annual school survey, and reduce conflicts between students before they escalate to more serious negative interactions, we will expand the Fairness Committee/Restorative Justice program we initiated last year

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. We have a small, but persistent, community problem arising from simmering conflicts between students, especially groups of female students. We are exploring alternatives to traditional discipline to impact more effectively on these groups of students in conflict and improve the overall safety of our community.

B. Key personnel and other resources used to implement each strategy/activity

1. We currently have four staff members (two social workers and two teachers) who have been trained to conduct Fairness Committee meetings. We will train the rest of our staff so that all staff members can participate in Fairness Committee meetings and support the culture of restorative justice school-wide.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. We aim to increase the frequency of Fairness Committee meetings and will measure the impact of this initiative by a reduction in student suspensions and student infractions of the city-wide discipline code.

D. Timeline for implementation and completion including start and end dates

1. All staff will be trained in Fairness by mid-year. The staff who are already trained will turnkey the trainings and conduct two PDs focusing on Fairness for the entire staff before the start of the Spring Semester.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Per session funding for teachers to attend Fairness trainings.
- Per diem sub coverage to allow teams of teachers to visit other schools with well-developed Fairness Committee Cultures.
- 2 Social Workers will meet for 4 hours of per session planning; 7 teachers will participate in a 4 hour Fairness Training, totaling 36 hours of per session funding for this PD

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review

type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
Although we have seen a steady year-to-year increase in parent response rates on the school survey, we still want to raise the number of parents who complete the survey as an indicator of increased parent engagement in our school.							
Review Type:	School Survey Response Rate	Year:	2012-13	Page Number:	1	HEDI Rating:	N/A

Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) 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.							
	6.2 Welcoming environment				6.3 Reciprocal communication		
x	6.4 Partnerships and responsibilities				6.5 Use of data and families		

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.							
We are conducting a year-long initiative to increase the role of parents as partners in our work with our students. We are working closely with our PA and SLT to offer parents workshops designed to increase their understanding of our grade-level expectations for all students, our PBAT graduation system, the content of our classes, and support on the pathway to college and careers. We plan on conducting a total of four parent workshops throughout the year. And we are looking to increase parent involvement at PA meetings, P-T conferences, and attendance at the planned workshops.							

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).							
A. Strategies/activities that encompass the needs of identified subgroups							
1. Parent workshops aligned with parent needs, as identified in PA and SLT meetings.							
B. Key personnel and other resources used to implement each strategy/activity							
1. Grade teams, Department teams, Guidance team will collaborate to develop materials for use in parent workshops and assist in running workshops							
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity							
1. We will monitor attendance at workshops, PA meetings and PT conferences and conduct a mid-year parent survey on the usefulness and effectiveness of the workshops we conduct.							
D. Timeline for implementation and completion including start and end dates							
1. The first parent workshop was scheduled for October 10, 2013; workshops will take place in January, March, and May.							
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity							
1. Per session funding for planning (6 staff; 12 hours)							
2. Per session funding for workshop leaders (6 staff; 12 hours)							

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Reading support Writing Lab Revision Lab Teacher "Office Hours" Small group support	Small group One-to-one And ongoing support labs	During G period Morning labs Lunch labs Saturday labs
Mathematics	Reading support Writing Lab Revision Lab Teacher "Office Hours" Small group support	Small group One-to-one And ongoing support labs	During G period Morning labs Lunch labs Saturday labs
Science	Reading support Writing Lab Revision Lab Teacher "Office Hours" Small group support	Small group One-to-one And ongoing support labs	During G period Morning labs Lunch labs Saturday labs
Social Studies	Reading support Writing Lab Revision Lab Teacher "Office Hours" Small group support	Small group One-to-one And ongoing support labs	During G period Morning labs Lunch labs Saturday labs
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academic advising	Small group	During school

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

Since opening our school in September 2007, we have retained more than 75 % of our full time teaching staff (we have hired a total of 40 teachers in the seven years we've been open, and only 10 have moved on to other schools or other career opportunities; 25 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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

As a member of the New York Performance Standards Consortium, we are fortunate to have access to monthly subject-based workshops that all our teachers attend or help facilitate. We also benefit from the PD and workshops offered by our CFN network (CFN 102/113). And we engage in professional development run by our staff for our staff.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As a SWP Title I school, we consolidate Title 1 funds and use them for programs that benefit targeted groups (such as STH,

students in foster care, students with infant children) as well as funding activities and split funding positions that directly impact on the academic intervention services and supports all our Title 1 students benefit from.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

As a member of the New York Performance Standards Consortium, our school uses a system of authentic assessments aligned with our graduation requirements (PBATs) that are teacher-designed and implemented and are graded using common rubrics developed by the NY Performance Standards Consortium. This year, membership in the consortium included the option to use the consortium and state-approved combination of ELA Regents scores and passing rates on the PBATs to determine teachers' MOSL scores for use in the state's new teacher evaluation system. The whole staff voted to use the consortium MOSL plan.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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

Brooklyn, New York 11233



Phone: (718) 455-0746

Principal

Fax: (718) 574-3971

Mr. Alex White

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;

Parent Involvement Policy (PIP) Template

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 16	Borough Brooklyn	School Number 594
School Name Gotham Professional Arts Academy		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Alex White	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Isaac Mills	Guidance Counselor Shelby Mitchell/Social Worker
Teacher/Subject Area Claire Cox/English	Parent Lisa Powell
Teacher/Subject Area Una Kariim Cross/ELA SPED	Parent Coordinator Ed Archibald
Related Service Provider N/A	Other Amy Greco/Social Worker
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	234	Total number of ELLs	4	ELLs as share of total student population (%)	1.71%
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Part II: 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

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														
SELECT ONE										1		1	2	4
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	0	1	2	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	1

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	2			2						4
Total	2	0	0	2	0	0	0	0	0	4

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																		
SELECT ONE																				0	0	
SELECT ONE																					0	0
SELECT ONE																					0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										1				1

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		2	
Integrated Algebra	0			
Geometry	0			
Algebra 2/Trigonometry	0			
Math	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	0			
Physics	0			
Global History and	0			
Geography	0			
US History and	0			
Foreign Language	0			
Government	0			
Other <u>pbat</u>	0			
Other	0			
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We continue to work on a highly individualized plan with each of our few ELL students. The very small cohort of students do not fit any one pattern for services. As much as possible, we use our ESL teacher to assist gen ed teachers in providing supports for ELL students so that they can fully participate in our curriculum. With the support we have been able to provide, all our ELL students have been able to complete our PBAT graduation requirements and pass the one required (ELA) regents exam
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As stated before, the data set is so small it is difficult to identify patterns other than confirming that, with supports, ELL students are able to access our curriculum and advance appropriately to a regents diploma. We have not had to administer the LAB-R in the past five years.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
See above about patterns, given such a small set of data. We are much more inclined to use classroom data to chart next steps in supporting ELL students to language proficiency.
4. For each program, answer the following:
 - a. 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?Our classroom data shows that our ELL students are as proficient in English as they are reading/writing in their native language (in most cases they are more proficient at English language (written and reading) than in their native language. We continue to provide individualized support so our ELL students acquire the English language skills required to complete our graduation tasks.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Through supplemental texts provided through consultation with our ESL teacher.
7. 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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate our success with ELL students as we would with any subgroup: through analysis of classroom data.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

We administer the Home Language Identification Survey to any new admit to our school. If we have a student who is new the the NYC DoE and speaks a foreign language at home, or is recently arrived from a foreign country, we have administered the LAB-R and will administer the new version if any such student joins us this year. Our ESL teacher conducts the HLIS for any incoming student who speaks a language other than english at home. The process begins with an oral interview when students first arrive at our school, followed up by our ESL teacher interviewing the student and administering the HLIS

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.
Due to the very small size of our ELL population (less than 2%, or 4 students total) we only offer Freestanding ESL. If a parent requests any other type of language service, we have assisted them in finding an appropriate program within the NYCDoe. (For instance, we helped one student and her family gain entrance to one of the international high schools, because the family requested a different type of setting for their child). Obviously, time is of the essence if a family requests a type of ESL program that our small numbers do not allow us to offer and we work closely with the family to ensure they are aware of other options within the DOE.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
We are a school building where the number of eligible pupils does not require the offering of a bilingual education program, so parents or other persons in parental relation to a pupil identified as limited English proficient shall have the option of transferring their child to a school within the district provided such program is available at such other school. A parent who chooses not to exercise the transfer option shall be informed that his or her child shall participate in a freestanding English as a second language program. Our ESL teacher gathers and stores the Program Selection forms in our secure storage unit.
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.
We do not offer a bilingual program but work closely with families who may be eligible and prefer a bilingual program. We have teacher on staff who can speak fluent Spanish, French, Haitian Creole, Mandarin, Russian and Arabic and use those staff to communicate with families in their home language wherever and whenever possible. If we do not have a staff member available to provide translation services, we reach out the the DoE translation services department for assistance.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
We identify which students are required to take the NYSESLAT through ats. Isaac Mills, our ESL teacher, administers all four components of the NYSESLAT to each of our ELL students during pull-out periods.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
For the past seven years, our trends have been consistent: we continue to enroll very low numbers of ELL students and even lower numbers of ELL students who score low on the NYSESLAT. We have successfully assisted two families in finding different programs in other schools in our district if they prefer a different model of language support. Unless and until we see changes in the trends among our incoming students we will continue to work in the highly individualized case-by-case manner in which we have been working since we began our program. There has not been any change in these trends in the seven years we have been open.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - 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])?

We employ push-in (co-teaching) and pull-out ESL support for the few students who require it. The supports are designed to ensure that our ELL students are successfully accessing the curriculum in their classes

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)?

Our one ESL teacher is able to meet the needs of our 4 ELL students through the pull-out and push-in model using the ESL model/

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 foster language development and meet the demands of the Common Core Learning Standards.

This is done on a highly individualized basis, with emphasis on the area where students are struggling based on classroom teacher data (Speaking/Writing/Reading/Listening).

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All our ELL students are currently evaluated in English
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Speaking, Writing, Reading, and Listening are all addressed through our courses, especially now that we are shifting to the CCLS. Our ELL students are evaluated on these skills through the NYSESLAT and classroom data.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We currently do not have any students who are SIFE. In the past when students have missed large periods of school time, we work closely with families to use internet and other tools to allow the student to continue to receive and send work to the school.

b. For newcomers, our emphasis is on language acquisition and developing proficiency at reading, writing, speaking and listening, but the goal is for them to gain the skills necessary to be full participants in our classroom culture.

c. Our experience with ELL students receiving service between 4 and 6 years is that they are able to perform at a high level in all their classes with the basic ESL support and after school labs as needed.

- d. Our experience with long-term ELLs is that they are able to meet standards with the supports available to all students in our school, in addition to the ESL services provided.
- e. For former ELLs we have found that they are able to meet standards with the supports available to all students in our school.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
We have only one ELL-SWD and have a team of teachers that propose scaffolds and supports for him to be successful and pursue a regents diploma. He is performing at the high level on the NYSESLAT and benefits from organizational support but does not need language support.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
We do not have any self-contained classes, so all our ELL-SWD are in gen-ed (least restrictive) environments.

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	45 minutes per day	45 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
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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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.
The targeted intervention program is an individualized ESL support program delivered in pull-out and push-in model, with support labs as needed during our small group instruction time. Each department offers small group instruction targeting students in need of additional support. Our ESL students receive the same access to these support labs, but with the addition of the ESL teacher as necessary.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our small population of ELL students have been successful, with supports, in meeting our robust standards in ELA, which requires proficiency in written, spoken English and English language arts.
11. What new programs or improvements will be considered for the upcoming school year?
None at this time, pending a review of data on our incoming students for next year.
12. What programs/services for ELLs will be discontinued and why?
None at this time, pending review of data on incoming students for next year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All our ELL students have full access to all our programs. None are excluded from any courses due to less-than-proficient English language ability. All our ELL students pursue and obtain a regents diploma.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
We use internet and computer-assisted resources on a limited case-by-case basis, as well as computer based and stand-alone recording devices that allow students to speak and then transcribe responses (this is technology we use with all students, as appropriate).
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Apart from having native speakers on staff who occasionally help our ELL students comprehend a set of complicated instructions or challenging assignment, but all our courses are taught in English and our ESL support is delivered in English.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
On the case-by-case basis described above.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
We run a bridge program for all incoming students to acculturate them to our school's methods of teaching and curriculum in the week prior to school opening. ELL students are identified during that bridge program and initial assessments are conducted among all incoming students, including ELLs. We would follow a similar, but more individualized, in-take for new admits during the school year.
18. What language electives are offered to ELLs?
Spanish Language`
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. We will continue to rely on the excellent professional development opportunities offered by our network, three times a year.
 2. As a consortium school that uses performance assessments in lieu of Regents, we have always aligned our graduation tasks (and the courses that lead up to them) with the Common Core Learning Standards. We support our ELL students as we support all our students, through curriculum design, support labs, and immersion in a culture that promotes high standards for all students.
 3. We have developed a set of 9th grade expectations that we support through work with families, advisory teachers, and classroom teachers to ensure that students and families are aware of the change in expectations that accompany the transition from middle school to high school.
 4. We will be relying on network support to provide these ELL training sessions.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. At all our PT conferences and any parent-involvement events (like our "Pathway to Graduation and Beyond" workshops we ran at the beginning of this year, we conduct outreach in parents home languages and provide translation services at those events to parents whose native language is not English.
 2. Not at this time, due our very small ELL population.
 3. Through direct interaction at registration meetings, p-t conferences, and any other parent-involvement events. we always conduct surveys of parent questions, needs, and solicit suggestions for workshops we could offer parents based on their needs.
 4. By increasing their participation in the educational culture of our school and pursuing the goal of parents as partners in the path to graduation and post-secondary education.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **1** Network: **102/113**

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.

Historically, we have had a very low ELL population (less than 2%) and a correspondingly low percentage of parents who do not speak English. With such low volume of translation requests, we have been able to provide in-house translation services, when needed, in the following languages spoken by our staff: Spanish, French, French Creole, Arabic, Russian, Mandarin, and ASL.

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.

We are a very small school with a small staff that meets weekly to make decisions pertinent to running the school, including sharing information about the languages spoken at home for all our students. Some data comes from the home language survey. Other data comes through direct contact with families at parent meetings and conferences. We make sure staff are aware of the DoE's resources for translation services when needed. We have only had to rely on the DoE translation services once, when we needed assistance in providing translation services for a deaf parent in ASL.

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.

The school translates mailed announcements into Spanish for the Spanish speaking students whose parents don't speak English. We do these translations in house. We are aware of the translation services provided by the DoE and will reach out if we find ourselves struggling in any way to provide appropriate translations of school documents for any of our students' parents.

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.

Given our current ELL population, we are able to manage oral interpretation services (at parent meetings and conferences) by relying on our bilingual teachers. We have provided oral interpretation services in the following languages: Spanish, French/Haitian Creole, Mandarin, and Russian.

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 translation services fliers so all parents are aware of their rights to receive school information in their native language.