



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**

**16K594**

**School Name:**

**GOTHAM PROFESSIONAL ARTS ACADEMY**

**Principal:**

**ALEX WHITE**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

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**Section 1: School Information Page**

**School Information**

School Name: Gotham Professional Arts Academy School Number (DBN): 16K594  
School Level: High School Grades Served: 9-12  
School Address: 265 Ralph Avenue, Brooklyn, NY 11233  
Phone Number: 718 455-0746 Fax: 718 574-3971  
School Contact Person: Alex White Email Address: Awhite10@schools.nyc.gov  
Principal: Alex White  
UFT Chapter Leader: Sharine Rowe  
Parents' Association President: Michelle Barker  
School Leadership Team  
Chairperson: Isaac Mills  
Student Representative(s): Michael Smith, Davante Stevens

**District Information**

District: 16 Superintendent: Karen Watts  
Superintendent's Office Address: 1396 Broadway, Brooklyn, NY 11221  
Superintendent's Email Address: Kwatts@schools.nyc.gov  
Phone Number: 718 455-4635 Fax: 718 455-4684

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Chris Groll  
Network Number: 102/113 Network Leader: Alison Sheehan

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in [blue ink](#). If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Isaac Mills	*Principal or Designee	
Sharine Rowe	*UFT Chapter Leader or Designee	
Michelle Barker	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Davante Stevens Michael Smith	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lenny Negron	Member/ Parent	
Sharena McEachern	Member/ Parent	
Angie Phillips	Member/ Parent	
Vasilla Caldeira	Member/ Parent	
Jon Michael Hanna	Member/ Staff	
Stephane Barile	Member/ Staff	
Alex White	Member/ Staff	
	Member/	

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

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

### **1. School Mission**

Gotham Professional Arts Academy was founded in 2007 by Principal Alex White and a core team of seven founding teachers. Based closely on our mentor school, Urban Academy Laboratory High School, where Alex White worked for fourteen years, Gotham Professional Arts Academy's founding mission was to bring a progressive education model to central Brooklyn, where education options were limited. Like most small schools created during the Bloomberg administration, the school proposal was submitted and approved before the Department of Education identified available space for the new school. When the founding staff decided to accept the space it was offered on the 3<sup>rd</sup> floor of the PS 40 building at 265 Ralph Avenue, they agreed that the space had the necessary ingredients that would allow the new school to pursue its mission; these ingredients included:

- Contiguous space on a single floor that would allow us to promote an ethic of community and mutual accountability.
- No other high schools co-located in the building and no scanners at the entrance, which further allowed us to create a strong sense of community, safety, and respect for all.
- Close proximity to a subway station, allowing us to fulfill a key component of our mission and school culture: to provide our students with frequent, robust and meaningful access to the cultural resources of the entire city.

In the seven years since we opened, we are proud of the school we have created and proud of the ways in which we have fulfilled the mission that was articulated in our founding proposal. We have created a safe and supportive, student-centered school culture where students feel secure in being themselves without fear of bullying. As the youngest member of the New York Performance Standards Consortium (the 28 schools across New York State that use performance-assessment tasks in lieu of the standardized Regents exams), we have created a rigorous inquiry-based academic culture that has proven successful at preparing students for success in college and careers. We have retained a core staff of highly effective, ethnically diverse teachers who manage the many roles required to be a successful small school team. We have developed a vigorous advisory culture supported by a team of social workers to ensure that all students feel seen and heard, and to ensure that we meet all students' social-emotional needs as well as their academic requirements. And, through the employment of alternative discipline efforts, especially the establishment of Fairness/Restorative Justice practices; we have a very low rate of suspensions and student discipline incidents especially compared with district-wide data. We are especially proud that we have achieved these benchmarks in our current location in Community School District 16, which has a history of low academic performance, high poverty rates, and high rates of school-related violence.

### **2. Community Learning School Partner**

At the start of the 2014-15 school year, Gotham Academy was designated a UFT Community Learning Partner School. The community school model is something we have been familiar with for some time. Part of our school's founding mission is to serve as a connector between the students we serve and arts-based resources in the city. We have formed partnerships that have given students' access to the elite arts institutions of the city. In wasn't long after our founding that we learned: in order to accomplish our more student-centered goals we must engage the family and community as a whole.

With that understanding we forged meaningful partnerships with community-based organizations like The Brooklyn Movement Center and Bailey's Café. Both organizations have helped us increase our programs

for both students and parents. Our work together has shown how empowering such partnerships can be and has given us insight into how we might expand. In particular, The Brooklyn Movement Center's district-wide needs assessment entitled "Raising The Stakes: Investing in a Community School Model to Lift Student Achievement in District 16" has begun to illuminate the potential of our school if we are able expand our conception of a school as a connector into school as connector *and* hub.

It is our hope that the supports provided through the Community School Learning Initiative can help us go deeper into the nuances of our community's needs and build upon our strengths as a small, progressive, arts school. Fortifying these strengths would allow us to utilize them to support our community with increased arts programs, college and career services for students and families, and comprehensive health services.

We are looking at a model for staff and community engagement which combines a themed pedagogical approach, community needs assessment and integrated arts programming. It is a model used by Brooklyn based arts-and-social-change organizations such as El Puente Leadership Centers and Urban Bushwomen. Many of our in-school arts and academic departments have experience with this model and it offers a training opportunity for the various teaching artists we work with. This model marries our mission with our goal of engaging and empowering our larger community through the arts.

Gotham Academy has always built curricula that investigate community issues that are relevant to our students. We begin each school year with a two-week intensive inquiry project that focuses on a community issue. If awarded the Community School Learning Initiative we would select a prevalent community health issue from the data collected in the pilot year and use this as the focus of our opening project. Specific classes such as Citizen Journalism could continue to explore the issue in the fall semester. In the spring semester a community arts performance project would be put together anchored by the Devising Theater class, a mandatory theater class for Performing Arts Majors at our school. Various other arts classes from both in-school time and out would contribute to this performance project. The culminating project would be produced during the final project week at the end of the school year, consisting of outreach, rehearsals, and general community event production, culminating in a large outdoor musical production and community health fair. The focus of the performance and health fair would be centered on the one identified issue that students and teachers would have been studying and creating around all year long. Parents and community members would be invited to come to the show and get information about partnerships and resources at the fair, as well as participate in surveys and data collection to help identify the topic for the following year's project, as well as strategies for continued outreach and marketing of school-based resources.

### **3. Community Engagement**

We have established many partnerships that align with our mission of serving as a connector between students and arts-based and youth-development programs. Please see Appendix A for a full list of our partnerships. Below are highlights of our on-going partnerships that are poised for expansion.

- Bailey's Café: An inter-generational community based arts and community-building organization. Bailey's Café operated out of Paul Robeson HS in Brooklyn for many years, until the Robeson school phased out. Bailey's Café is now running its teen program out of Gotham Academy, bringing arts and performance opportunities to our students and involving our students in inter-generational community-building projects in Bedford Stuyvesant.
- Steve's Camp and Healthy Heart, Healthy Body, Healthy Mind: Steve's Camp is a leadership development program that invites groups of NYC students to summer work experiences on a farm in upstate New York. Based on the enthusiastic participation of our students in their camp program, the organizers of Steve's Camp have written a grant proposal to launch Healthy Heart, Healthy Body, Healthy Mind at Gotham Academy. This new program planned for the 2014-15 school year will combine workshops in nutrition, healthy habits, gardening, and fitness activities with workshops promoting college readiness.
- Pure Elements: This local community-based arts and academic enrichment program has collaborated on several community-building performing arts projects at Gotham Academy and is now writing a grant to expand their work with Gotham students to include after school sports and arts classes, combined with college and career counseling.

We have also worked closely with the Brooklyn Movement Center to engage our parent community. Not only did our PTA executive board attend BMC's parent leadership workshop, but BMC staff worked closely with our larger parent community in efforts to maximize parent leadership and voice at our school. They also advised us on parent engagement strategies that have helped us boost attendance at our various parent events throughout the year.

We began this school year with our "Path to Graduation" parent-involvement event. At this event we created workshops for students and families focused on college and career readiness goals at each grade level, and brought in community partners that offer after-school opportunities to advertise their programs.

Later in the year we conducted focus groups with our PTA to determine academic and non-academic needs they felt the school could support with time and/or resources. The information generated from that focus group initiated our next parent event – "Understanding the Teenage Mind." For this event, we invited a community-based licensed social worker to facilitate a workshop for our parents on adolescent development. This was also an opportunity to connect parents to community resources and supports they could engage if needed.

Our most recent parent event was "Launching the College Process." Here, we invited 11<sup>th</sup> grade students and their parents to learn about the college application process. We also convened alumni parents and students to serve on a panel to answer questions on college life, financial aid and navigating the process. We ended by providing parents and students with a list of resources they could take advantage of this year, through the summer, and into next academic year.

We hope to hold other events such as a Math Homework Help Night, a parent book club, and parent oriented college and career supports, including computer literacy workshops. We will continue to have focus groups that help us determine what resources our schools can provide our parents.

#### **4. PROSE/Master/Model Teacher Roles and increased Staff Collaboration:**

In addition to being designated a UFT Community Learning Partner School, Gotham Academy received designation as a PROSE school for the 2014-15 school year, in acknowledgement of the highly collaborative professional environment we have created at our school, as well as our participation in the New York Performance Standards Consortium, which promotes robust collaboration and inter-visitation among schools across the city. As part of our PROSE status, we were approved for one Master and two Model teacher positions on our staff. The Master and Model teachers are working closely with Jon Michael Hanna, our newly appointed Assistant Principal, to expand and deepen the collaborative professional culture at our school. All staff is now engaged in collaborative inquiry into student work and pedagogical practices, with an eye towards increasing the capacity of our small team to increase student achievement through rigorous investment in collaboration and sharing of best practices.

#### **5. Areas for Growth**

Based on the Focus School Recommendations for our school, aligned with the six DTSDE tenets, we are focusing on the following areas for improvement in the 2014-15 school year:

##### **Tenet 2: School Leader Practices and Decisions**

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 2 the school should:

2.4: Provide regular, actionable, feedback to staff that is clearly aligned to teaching framework components, along with targeted on-going support, to promote improvement in high-priority areas of instructional practice across the school within a given period.

##### **Tenet 3: Curriculum Development and Support**

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 3 the school should:

3.3: Strengthen practices around the use of Common Core aligned questioning strategies so that, across grades and subject areas, classroom discussions foster broad participation and higher-order thinking skills.

**Tenet 4: Teacher Practices and Decisions**

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 4 the school should:

4.5: Support the development of teacher practice around using formative assessment to inform daily instruction, including a range of measures, to ensure lessons are responsive to students' strengths and needs.

**5: Student Social and Emotional Developmental Health**

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 5 the school should:

5.4: Strengthen and expand structures and routines that regularly engage students, teachers, and parents in decision-making processes to promote social emotional development and heighten democratic practice.

**Tenet 6: Family and Community Engagement**

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 6 the school should:

6.4: Collaboratively plan and provide professional development with all school staff on how to actively establish and sustain partnerships with families and community organizations to advance the school's plan for engaging parents and support student social and emotional health and behaviors.

Among all the areas listed for growth, the three key areas of focus for improvement this year are:

- Focus on collaboration among staff, led by our AP and our Master/Model Teachers
- Curriculum design, scope and sequence.
- College and career readiness, both in terms of increasing academic achievement of our students and expanding the curriculum we provide to support them on their path to college and careers.

## 16K594 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	227      SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	7	# Music	N/A      # Drama
# Foreign Language	1	# Dance	N/A      # CTE
School Composition (2013-14)			
% Title I Population	73.6%	% Attendance Rate	80.5%
% Free Lunch	69.4%	% Reduced Lunch	1.2%
% Limited English Proficient	1.2%	% Students with Disabilities	24.0%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.8%	% Black or African American	81.4%
% Hispanic or Latino	16.1%	% Asian or Native Hawaiian/Pacific Islander	0.8%
% White	0.8%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	5.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	4.98
Student Performance for Elementary and Middle Schools (2013-14)			
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 (2012-13)			
ELA Performance at levels 3 & 4	90.0%	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	85.7%	% of 2nd year students who earned 10+ credits	69.8%
% of 3rd year students who earned 10+ credits	69.0%	4 Year Graduation Rate	62.1%
6 Year Graduation Rate	63.9%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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 (2012-13)			
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 (2012-13)			
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		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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 (2012-13)			
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 (2012-13)			
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		

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% Hispanic or Latino	16.1%	% Asian or Native Hawaiian/Pacific Islander		0.8%
% White	0.8%	% Multi-Racial		N/A
Personnel (2014-15)				
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Student Performance for Elementary and Middle Schools (2013-14)				
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 (2012-13)				
ELA Performance at levels 3 & 4	90.0%	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	85.7%	% of 2nd year students who earned 10+ credits		69.8%
% of 3rd year students who earned 10+ credits	69.0%	4 Year Graduation Rate		62.1%
6 Year Graduation Rate	63.9%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

### 16K594 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	227	SIG Recipient

Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	N/A	# Drama	4
# Foreign Language	1	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	73.6%	% Attendance Rate			80.5%
% Free Lunch	69.4%	% Reduced Lunch			1.2%
% Limited English Proficient	1.2%	% Students with Disabilities			24.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			81.4%
% Hispanic or Latino	16.1%	% Asian or Native Hawaiian/Pacific Islander			0.8%
% White	0.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			5.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			4.98
Student Performance for Elementary and Middle Schools (2013-14)					
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 (2012-13)					
ELA Performance at levels 3 & 4	90.0%	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	85.7%	% of 2nd year students who earned 10+ credits			69.8%
% of 3rd year students who earned 10+ credits	69.0%	4 Year Graduation Rate			62.1%
6 Year Graduation Rate	63.9%				
Overall NYSED Accountability Status (2014-15)					
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 (2012-13)					
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 (2012-13)					
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 (2012-13)					
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 (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b>	
1.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	H
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

<b>Part 1b. Needs/Areas for Improvement:</b>	
1.	Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> eveloping and <u>I</u> neffective.
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on feedback from our most recent Quality Review, we have identified the following area for improvement: 3.3: Strengthen practices around the use of Common Core aligned questioning strategies so that, across grades and subject areas, classroom discussions foster broad participation and higher-order thinking skills.

Our entire staff engaged in professional development and collaborative inquiry around the Danielson component of Discussion and Questioning techniques in the 2013-14 school year. We continue to examine this common component of our work this year, but are exploring questioning techniques through the lens of the Danielson components of 1e: Designing Coherent Instruction, and 1f: Designing student assessments. The exploration of how to strengthen practices around common-core aligned questioning strategies is continuing, but is embedded in a deeper focus on curriculum and assessment design. Our entire staff has agreed on these two areas as school-wide goals and we are conducting department-based inquiry into the common rubrics we, as a consortium school, use to assess student work. All our departments are digging deeply into the rubrics used to assess graduate level products (our PBATs) and using backwards-planning techniques to develop more granular benchmarks to measure student progress towards meeting PBAT standards, from 9<sup>th</sup> to 12<sup>th</sup> grades. To conduct this inquiry, department teams are investigating the following evidence:

- Scope and sequence of curriculum, from foundation to advanced level
- Benchmark interim assessments that capture emerging skills and habits of mind on the path from foundation level classes to PBAT level classes.
- Student work at all levels, including work produced by students with IEPs.

- Student grades

### **Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, all of the four core subjects will develop department-generated expanded rubrics that identify learning targets and benchmark levels to provide interim data on student progress towards meeting graduation standards at all grade levels and course levels.

### **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Departments engage in teacher-led collaborative inquiry into the common rubrics we use to evaluate graduation projects (PBATs) and generate interim benchmarks that allow us to place a student on a continuum of habits and skills from foundation level to graduation level	All staff in all departments	September – March, with final inquiry at end of year	Principal, AP, and Department heads
Alongside this inquiry in departments, we are conducting <b>teacher-led</b> whole-staff PD around supports and accommodations for students with IEPs, to greatly expand the toolkit of supports and scaffolds we can provide to keep all students progressing towards academic targets.	All staff in all departments	September - May	Special Education Department, and Master / Model teachers
Once we have completed the inquiry into our common rubrics, and generated more granular measurements allowing us to chart grade-level progress towards graduation targets, we will be running parent workshops to allow parents to better understand our standards and how we measure student progress so they can support student work from home.	Parents and students	Spring 2015	Department heads, Master/Model teachers

### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

This work will be completed by departments, using professional planning time, and per session funded work completed by department heads

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February, all departments will have completed one inquiry cycle into their rubrics and generated draft rubrics to employ in evaluating student work. By the middle of the second semester, we will use the expanded rubrics to evaluate student work and then assess whether our expanded rubrics capture the interim data we seek and revise the rubrics accordingly.

**Part 6b.** Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	H
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

**Part 1b. Needs/Areas for Improvement:**

5. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Although our most recent school survey data supports our school's success at creating a school culture where students feel safe, supported, and challenged by their teachers and peers, we have identified college and career readiness as an area for improvement based on data reported in our 2013-14 School Quality Guide. We are using this year as a building year to expand the supports and resources we provide all our students in terms of college and career planning, beginning with the development of a centralized data system to document and monitor all our students' progress through the college application process.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Through an implementing an advisory-based curriculum to connect social-emotional support to academic support, we will to increase the percent of graduating seniors who apply to college from 70 % to 80%

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- 1) Research-based instructional programs, professional

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing the*

development, and/or systems and structures needed to impact change 2) Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3) Strategies to increase parent involvement and engagement 4) Activities that address the Capacity Framework element of Trust			<i>activity/strategy?</i>
We are contracting with CARA (College Access: Research and Action) a CBO that has created a comprehensive college and career planning curriculum to be run with all students in the school at all grade levels	All students in grades 9-12 will participate.	December - August	Guidance team, advisory teachers
As part of the career and post-secondary planning embedded in the work we will do with CARA, all students, including students with IEPs will complete vocational assessments, engage in mentoring opportunities, college and job visits, and the opportunity to explore internships. This will also complete the CDOS requirements for each student with an IEP.	All students, including those with IEPs	December - August	Guidance Team, Advisory Teachers and Special Education Teachers
We will run parent workshops to turnkey the information we are giving students to parents and families, as well as to engage parents as partners in college and career planning. This will include Financial Aid workshops to ensure families gain access to the grants and financial resources to make college possible for all our graduates.	Parents	January-May	Guidance Team, Administrators, Advisory teachers
We see this work as a fulfillment of a contract we have with all our students – that the work they do at Gotham Academy will lead to positive post-secondary outcomes, and that our school will support them on their pathway to college and careers.	Whole school community	All year	Staff

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We are contracting with CARA for the curriculum we will deliver through our advisory system. The delivery of the curriculum will be done by our advisory teachers (full staff) in coordination with our social workers and guidance team.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

We will use teacher’s professional planning periods to support elements of this program, as well as P/F monies to support per session for staff members who plan and run workshops for parents.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

We will assess the % of students from this year’s cohort who have completed college applications by Feb. 15, 2015, and the midpoint goal is 70%.

**Part 6b.** Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

**Part 1b. Needs/Areas for Improvement:**

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

From our most recent QR, we have identified the following area for improvement: 4.5 Strengthen the development of teacher practice around using formative assessments to inform daily instruction, including a range of measures, to ensure lessons are responsive to students' strengths and needs.

This goal is in tandem with our goal described on p. 12 (1b: Inquiry into and expanding of our rubrics) and our school-wide PROSE focus goal (Designing Coherent Instruction), but this goal focuses on assessment (school-wide PROSE focus on Danielson component 1f, Designing Student Assessments). The assessment component will be where we look for evidence of student progress towards the interim targets developed through our inquiry into our rubrics.

Each department will design and implement interim assessments to capture vertical progress towards the interim benchmarks set using our expanded rubrics. Benchmarks will be aligned with grade level expectations to allow each department to capture progress students are making on the path towards college and career readiness

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

100% of teachers will participate in an inquiry cycle, including teacher inter-visitation and looking at student work, around developing and norming use of standards-based formative assessments.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
We are running staff-led PD's focusing on using assessment in instruction throughout the year; including a focus on standards-based grading to ensure that our grading and assessments are aligned with common core standards and our graduation rubrics.	Full staff	September - May	Department heads, Master/Model teachers, and individual teachers
As part of our year-long PD around special education supports and accommodations, we are including a focus on how to provide assessment accommodations and scaffolds to better support all students with IEPs in completing our formative assessments.	Full staff	September - May	Special Education Team and Master/Model teachers
We will run parent workshops on our PBAT process and the rubrics used to evaluate student work so that parents have a better understanding of our alternative assessment culture and can better support their students from home.	Parents	January - May	Staff
We feel that better understanding of our performance-based assessment system will build trust among our parent community and deepen the trust that already exists with our students, making the whole process more transparent for all.	Whole community	January-May	Staff

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Much of this work will be completed within teacher's regular work schedules and professional periods, including contractually mandated PD. P/F monies will be used to support per session for special education team members to plan PDs for staff.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Much of this work will be completed within teacher's regular work schedules and professional periods, including contractually mandated PD. P/F monies will be used to support per session for special education team members to plan PDs for staff.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February, 100% of all teachers will have participated in one cycle of inquiry.

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In our most recent Quality Review, we received feedback encouraging us to increase the frequency of observations and timely feedback to teachers.

As a PROSE school, we selected three Danielson domains for school-wide focus, allowing us to use similar lenses for all observations and develop PD opportunities to address areas we identify for improvement among the whole staff.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- 100% of staff will be observed at least twice by administrators and participate in at least two rounds of inter-visitations.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>
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1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
Hired an Assistant Principal and Master and Model teachers. Administrators and Master and Model teachers will use our three school-wide Danielson domains as a common lens for classroom observations and provide timely feedback to all teachers who have been observed. Based on what emerges from the observations, we will develop PDs for staff to increase capacity of all staff.	Teaching staff	Full year	Administrators, master and model teachers
Our master teacher is also a member of our Special Education team. The Special Education team will be running monthly PDs for the entire staff to share effective accommodations and supports for students with IEPs and ensure that student IEPs are guiding the support services we provide.	Teaching staff and social workers	Full year, monthly staff PDs.	Special Education Team
As part of our observation process, we will be exploring how to engage parents as partners in terms of supporting students in classes, as well as pursuing our Community School Goal of being a “partnership school” where parents are integrated into our school culture.	Parents and students	Full year	Administrators and Master/Model teachers
Our entire PROSE plan is founded on increasing trust among staff to make all staff more comfortable opening their classroom doors to each other for collegial inter-visitations and to develop stronger collegial relationships among staff. Embedded in this plan is an increased trust in teacher-practitioners, trusting them to design original curricula and assessments, instead of relying on third-party generated, or purchased curriculum.	Staff	Full year	Full Staff

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Fund Master/Model teachers and an additional Assistant Principal, who will do this work within the parameters of their assigned roles. P/F monies will be used to support per session funding for any additional staff involved in planning intervisitation PDs for staff.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
2.	Specify a timeframe for mid-point progress monitoring activities.			
100% of staff will have been observed at least once by an administrator, and participated in at least one inter-visitation.				
<b>Part 6b. Complete in February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

**Part 1b. Needs/Areas for Improvement:**

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school has received high ratings on our most recent school surveys and is proud of the atmosphere of belonging and trust we have fostered in our school. However, we applied for and received a Community Learning Schools grant in acknowledgement of the high-needs community our school serves. As part of our first year as a Community Learning School, we are pursuing the “Partnership School Model” in which parents are seen as partners of the school, informing us of community needs and collaborating with us on ways our school and facility can better meet the range of needs in the community.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to expand into a community school, we will hire one resource coordinator who will conduct a needs assessment and partner with at least two community-based services to support the community needs.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be	Timeline What is the start and	Key Personnel Who is responsible for implementing

<ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>Conducting a comprehensive needs assessment of our school's community, including feedback from students, parents, and community representatives.</li> <li>Forming a Parent Community School Advisory Board that will meet monthly and collaborate with our SLT to inform steps we take towards the Community School Model.</li> <li>Hiring a Resource Coordinator by February 1<sup>st</sup> to act as a liaison between our school community and the larger community and to identify and coordinate collaboration with community-based organizations that can support our school community.</li> </ul> <p>Convene a Community School Team that will attend regular Community School workshops run by the Community Learning Partners team at the UFT</p>	Whole School Community	Full year	All staff, but particularly staff members of our CLS team and Master/Model Teachers, and CLS resource coordinator
The community school model seeks to provide services to meet the needs of all members of our school community, including students with IEPs, STH, and SIFE.	Students with IEPs, STH, SIFE, and students in crisis	Full year	Whole staff
Parent and community engagement is a key component of the community school model. We will be working closely with our CLS parent advisory board to identify needs among our parent community and connect community resources to the school to help meet those needs.	Parents and community members	Full year	Whole staff and our CLS parent advisory board
The community school model seeks to deepen the trust between the school and students, parents and larger community by being more responsive to community needs and providing concrete resources to help meet those needs.	Whole school community	Full year	Whole staff, including our CLS resource coordinator.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

As part of our CLS grant, we will be hiring a Resource Coordinator at mid-year to assist in connecting community resources to identified school community needs

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

CLS grant to fund resource coordinator. Parent Involvement P/F set-aside monies will be used to support parent and community workshops that address the identified needs of the community.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By mid-year, we will have identified and hired a qualified CLS Resource Coordinator, as well as complete the needs assessment.

**Part 6b.** Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Progress report grades, interim assessment data, classroom teacher referral, ELA regents results	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
<b>Mathematics</b>	Progress report grades, interim assessment data, classroom teacher referral	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
<b>Science</b>	Progress report grades, interim assessment data, classroom teacher referral	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
<b>Social Studies</b>	Progress report grades, interim assessment data, classroom teacher referral	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
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Social worker referral by teacher or guidance team	Academic advisement, mandated and as-needed counseling	Individual and small group	During school

## Section 7: Title I Program Information

**Directions:**

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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 been fortunate to retain many of our teachers. Four of our eight founding teachers are still teaching at our school. The average number of years our teachers have been teaching at Gotham Academy is 4.8, even though we have only been in existence for seven and a half years. The main reason we credit 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.

**2b. 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. High-quality professional development for teachers, principals and paraprofessionals is collaborative, job-embedded, and differentiated. It focuses on: targeting the learning, varying formats for the learning, coaching the learning, sharing the learning and celebrating progress. Through our Master and Model teachers and our teacher-led inquiry cycles, we plan our PD to be based on the needs expressed by our staff and students.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### **Part 4: SWP Schools Only**

#### **4a. 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.).

#### **4b. 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 Consortium school, our graduation level summative assessments must be based on the Regents-approved PBAT rubrics. Based on these rubrics, our staff engages in teacher-led collaborative cycles of designing summative and formative assessments, tasks and lessons. Staff engages in moderation studies at the Consortium, as well as department meetings in which we norm our assessment practices. Student panels are assessed by multiple adults, which offers another level of norming in order to ensure students are working toward high-quality challenging achievements.

#### **4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	170,111		14, 16, 18, 19, 21, 22, 25, 27
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$43,063	X	14, 16, 18, 19, 21, 22, 25, 27
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,310,173		14, 16, 18, 19, 21, 22, 25, 27

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Gotham Professional Arts Academy 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 the school and the families. The 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 the school community. Gotham Professional Arts Academy 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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;
- 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 (SPC)**

Gotham Professional Arts Academy, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>16</b>	Borough <b>Brooklyn</b>	School Number <b>594</b>
School Name <b>Gotham Professional Arts Academy</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Alex White</b>	Assistant Principal <b>N/A</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Isaac Mills</b>	Guidance Counselor <b>Shelby Mitchell/Social Worker</b>
Teacher/Subject Area <b>Claire Cox/English</b>	Parent <b>Lisa Powell</b>
Teacher/Subject Area <b>Una Kariim Cross/ELA SPED</b>	Parent Coordinator <b>Ed Archibald</b>
Related Service Provider <b>N/A</b>	Other <b>Amy Greco/Social Worker</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>234</b>	Total number of ELLs	<b>4</b>	ELLs as share of total student population (%)	<b>1.71%</b>
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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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE										1		1	2	4
SELECT ONE														0
<b>Total</b>	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	2			2						4

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	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
<b>TOTAL</b>	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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	
<b>TOTAL</b>	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
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>4</b>								

## 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
Intermediate(I)											1			1
Advanced (A)													2	2
Total	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>4</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

- 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 a 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 to 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. [i](#)

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.

## 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.

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

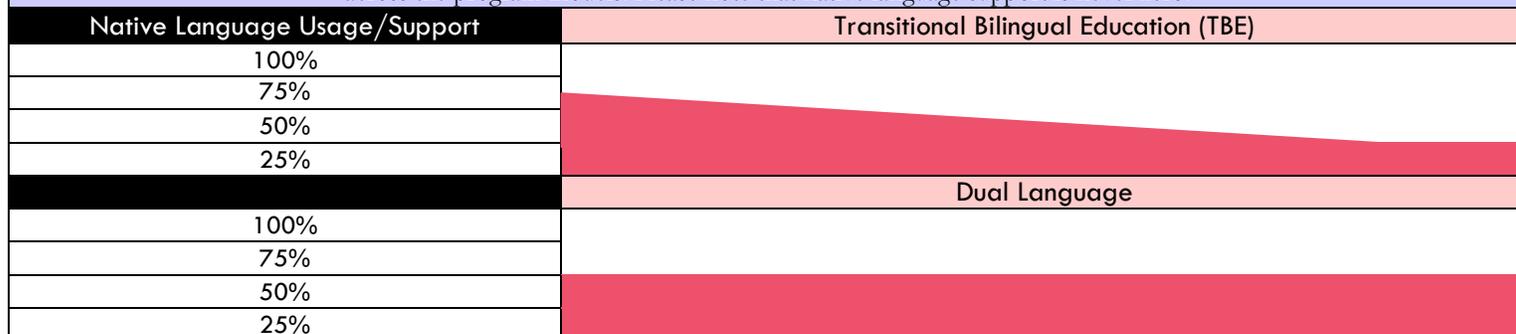
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 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
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - 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 9<sup>th</sup> 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**

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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

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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.