



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

16K594

School Name:

GOTHAM PROFESSIONAL ARTS ACADEMY

Principal:

ALEXANDER WHITE

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Gotham Professional Arts Academy School Number (DBN): 16K594
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 Brown
SLT Chairperson: Jon Michael Hanna
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Angie Phillips
Student Representative(s): Chris Francis
Kendra Suarez

District Information

District: _____ Superintendent: _____
Superintendent's Office Address: _____
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Alex White	*Principal or Designee	
Sharine Rowe	*UFT Chapter Leader or Designee	
Michelle Barker	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Angie Phillips	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Michael Smith	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Destiny Julbe	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sherena McEachern	Member/ Parent	
Lenny Negron	Member/ Parent	
Isaac Mills	Member/Teacher	
Sasha Dobos Czarnocha	Member/ Teacher	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 3rd 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

During 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 11th 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 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 2015-16 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. Jon Michael Hanna, our newly appointed Assistant Principal, is working to expand and deepen the collaborative professional culture at our school. All staff are 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. Key Areas for Growth

Based on the Focus School Recommendations for our school, aligned with the Framework for Great Schools, we are focusing on the following areas for improvement in the 2015-16 school year:

Rigorous Instruction: Based on our most recent Quality Review, our area of focus (Proficient) was 1.2 Pedagogy, with the feedback stating: Students are engaged in rigorous thinking and application of content. However, in some classrooms, students do not take full ownership of discussion due to reliance on the teacher for next steps.

Supportive Environment: We have identified attendance as an area of improvement for this coming year

Collaborative Teachers: As part of our PROSE status, we will be continuing to develop teacher capacity to engage in collaborative inquiry into student work and collaboratively develop original units of study that are common core aligned and promote higher order thinking.

Effective School Leadership: Based on very low college and career readiness data from this year's School Quality Snapshot, we are committed to improving the college and career preparation we provide all our students by partnering with CARA, a coordinated college preparation curriculum designed to be facilitated by the entire staff through advisory activities.

Strong Family-Community Ties: As a Community Learning School, we aim to increase the range of partnerships with community based organizations to provide more robust offerings to our students, their families, and our community.

16K594 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	227	SIG Recipient
				N/A
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 – Framework for Great Schools 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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> 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. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
Based on our most recent Quality Review, our area of focus (Proficient) was 1.2 Pedagogy, with the feedback stating: Students are engaged in rigorous thinking and application of content. However, in some classrooms, students do not take full ownership of discussion due to reliance on the teacher for next steps.		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, our core academic departments will have collaboratively developed tools for students to engage in more rigorous self-assessment, including opportunities for students to take full ownership of classroom discussion through structured Socratic seminars. In our PBAT system, these activities will provide students with opportunities to challenge themselves in areas that are a required part of the PBAT tasks. By focusing on this goal we will look to see more students score "Good" or "Outstanding" in their PBAT presentations, by giving them more rigorous preparation for the oral defense component of the PBAT process</p>



Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Department teams will align curriculum to newly developed skill-based rubrics and revise pre-PBAT assessments so 9th and 19th</p>	<p>9 and 10th grade students</p>	<p>Oct-June</p>	<p>Department chairs, and content-area teams</p>

grade students can better track their progress			
Teachers will lead professional development sessions presenting discussion techniques	Teaching staff	Once a month PD	AP, PD leaders
Small groups will “shadow” a representative sample of students and present findings to staff to further inform staff inquiry work	IEP students	Every other month	SPED Coordinator, AP, and teacher inquiry group
Pilot Freshman Roundtables in order to give new students a PBAT-like experience and increase ownership of their work	9th grade students	Mid-term and end of term	9th grade team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
This goal will be funded using existing tax levied and Title I (SWP) monies in our budget											
Part 4b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will conduct a mid-year assessment of progress towards these goals by conducting roundtables in the lower grades and pre-req/pbat panels for 11 th and 12 th graders. We will use common rubrics to assess students’ abilities to demonstrate mastery through student-led roundtable discussions.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	H
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	H
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>From our end-of-year data we identified raising attendance as a goal. Last year’s attendance was 81% for the year.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June of 2016, we aim to raise our daily attendance by 5% as measured by the school’s annual attendance report, to a total of 86%</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>While conducting daily attendance calls, the attendance team will engage in an inquiry project to determine common causes of absences in order to establish partnerships with CBOs</p>	<p>Chronically absent students</p>	<p>Oct-June</p>	<p>Attendance team</p>
<p>Advisors will identify students who miss 1-2 days of school per week in order to devise intervention strategies</p>	<p>Regularly absent students</p>	<p>Oct-June</p>	<p>Grade teams</p>

Pilot a mentoring program modeled after the Success Mentor Corps focused on students who cut regularly and are identified as high-risk of dropping out.	High-risk students	Oct-June	Attendance team and grade teams

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We are introducing a C-6 option for teachers to conduct attendance outreach, so that all absent students receive a phone call home every day. This will be funded by tax levied and Title I SWP monies											
Part 4b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
We will monitor attendance data continuously throughout the year and implement attendance improvement strategies. By midyear we hope to see significant progress towards our year-end goal and will assess whether our interventions are effective by monitoring data as well as conducting case studies into individual student cases which might inform strategies to help other students improve their attendance.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5C – Framework for Great Schools 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:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	H
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	H
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> 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. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
As part of our PROSE status, we will be continuing to develop teacher capacity to engage in collaborative inquiry into student work and collaboratively develop original units of study that are common core aligned and promote higher order thinking.		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June of 2016, department inquiry teams will collaboratively analyze student performance tasks (PBAT projects and interim assessments) to improve the percentage of 11 th graders who complete one or more PBAT task prior to beginning their senior year. We aim to raise the percent of 11th graders who complete one or more PBAT in the 11th grade from 25% to 40%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will engage in collaborative analysis of student work after each marking period to review assessment tasks and align understanding of the rubric</p>	<p>At-risk students</p>	<p>Oct-June</p>	<p>Department teams</p>
<p>Department leaders will lead teacher inquiry groups into 12th grade IEP students and their progression on PBATs</p>	<p>IEP students</p>	<p>Oct-June</p>	<p>SPED coordinator and PBAT teachers</p>
<p>Develop early warning signs for students who are at-risk of not meeting course and PBAT goals</p>	<p>At-risk students</p>	<p>Oct-June</p>	<p>Department teams</p>

All department members will attend workshops run by the NY Performance Standards Consortium and participate in the Consortium's moderation study in November 2015	Teachers in all departments	October - June	All teachers in all departments
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
This will be funded with regular tax levied and title I SWP monies											
Part 4b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The first step in monitoring progress towards this goal involves supporting students in completing their prerequisite projects that put them on deck to complete their PBATs. In order to meet this goal, we will be supporting more 11 th graders to complete their pre-req projects in the fall semester so that they can continue onto their PBAT projects in the spring semester. A key ingredient in this goal is the creation of rituals and celebrations to both acknowledge when student meet benchmark targets and to embed incentives into reaching the targets. We will look for evidence that new rituals and celebrations are created by mid-year to support students and encourage more to meet the desired target.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> 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. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
Based on very low college and career readiness data from this year's School Quality Snapshot, we are committed to improving the college and career preparation we provide all our students by partnering with CARA, a coordinated college preparation curriculum designed to be facilitated by the entire staff through advisory activities.		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, we aim to have 90% of our graduates and their families complete the FAFSA and for 85% of graduates to gain admission to a college.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>CARA college access curriculum in advisories up to three days per week facilitated by teacher/advisors</p>	<p>All students: grades 9 -12</p>	<p>Sept. through June</p>	<p>Grade team leaders, teachers, admin, guidance counselor, CARA support person</p>
<p>Organize at least two college visits per year</p> <ul style="list-style-type: none"> • Invite college representatives to speak with students in advisory <p>Invite CUNY and SUNY representatives to speak in advisory</p>	<p>All students: grades 9 -12</p>	<p>Sept. through June (for seniors, early fall)</p>	<p>Guidance counselor, admin, grade team leaders</p>

<p>Provide one on one college application and financial aid support to 12th graders and families</p> <ul style="list-style-type: none"> Utilize CARA College Bridge Google tools to track college applications Collaborate with CARA College Bridge Coach/Gotham alum to work with seniors 10/hours per week and during summer to ensure seniors apply to and matriculate in Sept. Organize evening Financial Aid Literacy and application workshop (FAFSA & TAP) for families <p>Provide financial aid literacy in advisory setting</p>	<p>11th & 12th students; Introduce financial aid to 10th graders</p>	<p>September through August for 12th graders; January through June for 10th & 11th graders</p>	<p>Guidance counselor, admin, grade team leaders, CARA support person, CARA College Coach, Resource Coordinator, NY Cares Program staff</p>
<p>Organize College themed events such as College March and Alumni Day</p>	<p>All students: grades 9 -12</p>	<p>Projected for Dec.</p>	<p>All staff (families will be invited to participate)</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>We have a new dedicated guidance counselor who will be working with all seniors to ensure that every senior has a concrete and financially feasible post-secondary plan. We are also using consolidated Title I funds to cover the cost of all CUNY admission costs for students who are eligible for a fee waiver.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By mid-year, we expect that at least 90% of all seniors on track to graduate will have submitted their CUNY applications and that all students who are interested in the opportunity of attending a SUNY will have submitted their</p>
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SUNY applications. We will also expect that 90% of all families will have completed their FAFSA before the mid-winter break.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> 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. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
As part of our Community School needs assessment conducted in spring 2015, we identified a need to increase the sports and arts offerings at our school, both during the school day and after school. We see both sports and arts as an important tool for community engagement and community building. We also hope to extend sports and arts opportunities to our parent community, as well as the community at large, by inviting parents and community members to more frequent sports and arts events hosted by our school.		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, we will have fulfilled this year’s goal of connecting our school to community based organizations that can increase the arts and sports offerings for our student community, as well as run workshops that meet the needs of parents, all part of our school’s commitment to pursuing the community school model. We will evaluate progress towards this goal by monitoring attendance by parents and students at community school events, as well as tally the sports and arts offerings we are able to offer our students and families through grants obtained as a community school.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Team sports offerings:</u> Starting in November 2015, Gotham will partner with Boys & Girls High School in Brooklyn so that Gotham students can play on Boys & Girls’ sports teams per PSAL guidelines. Sports offerings include: track, basketball, football, volleyball, double dutch, etc. This will meet the needs of Gotham students who until this point haven’t had the opportunity</p>	<p>All students</p>	<p>November 2015-June 2016</p>	<p>Jamal Stevenson, Phys Ed teacher; Isaac Mills, Dean of Students; Allison Brown, Resource Coordinator</p>

<p>to play team sports, while also fulfilling a CLS goal of forming mutually beneficial partnerships with institutions in the surrounding community.</p>			
<p><u>Resource Fair:</u> Twice a year during Advisory, community partners will be invited to Gotham to talk about the after-school, weekend and summer programs they offer to students. This will ensure that students have all the information they need in order to participate in extracurricular activities and that community partners are sharing information in a uniform, organized way. Parents who are interested in learning about available programming are also welcome to attend.</p>	<p>Community partners, students and parents</p>	<p>October 2015 & February 2016</p>	<p>Gotham Social Worker Shelby Mitchell, Guidance Counselor Sean Burke and Resource Coordinator, Allison Brown</p>
<p><u>Exhibition Night:</u> Each semester, Gotham holds an Exhibition Night in order to showcase the work of our students. This year, we aim to make our Exhibition Nights the most well-attended in our history. We will do continuous outreach to parents and families. We also plan to invite all Community Learning School partners, local politicians, community members, and the PS40 community. In addition, we'll invite the local media in order to raise Gotham's profile within the community.</p>	<p>Students, parents/guardians, families, community members, CLS partners</p>	<p>January & June 2016</p>	<p>Entire Gotham community</p>
<p><u>Community garden:</u> Starting with a 'garden visioning' session with staff from Grow to Learn NYC, Gotham will be building a school garden and will encourage teachers, students and parents to participate. Science teachers will integrate gardening into</p>	<p>Gotham & PS40 teachers, parents and students</p>	<p>October 2015-June 2016</p>	<p>Gotham School Garden Committee (teachers, parents, principal and Resource Coordinator) and Gotham science teachers</p>

<p>Botany classes. This garden will also be open to our co-located school, PS40, and can help build a bridge between the two campuses. The garden will be partially maintained by and used in curriculum for the weekly Steve’s Camp Cooking Club, which takes place every Thursday.</p>			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Our Community Learning School plan is supported by a CLS grant from the UFT that fully funds the salary of our CLS resource coordinator</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>P/F Set-aside</p>		<p>21st Century</p>		<p>C4E</p>
	<p>Title I 1003(a)</p>		<p>Title III</p>		<p>PTA Funded</p>		<p>SIG or SIF Grant</p>		<p>School Success Grant</p>	<p>X</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By mid-year we hope we will have a semester’s worth of attendance and participation data that will help us assess the efficacy of these efforts to increase student, parent, family and community engagement in school activities through sports and arts activities.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	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
Mathematics	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
Science	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
Social Studies	Progress report grades, interim assessment data, classroom teacher referral, ELA regents results	Reading support Writing Lab Revision Lab Teacher "Office Hours"	Small group One-to-one And ongoing support labs	During G period Morning labs Lunch labs Saturday labs

		Small group support		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral by school social worker	Academic advisement, mandated and as-needed counseling	Individual and small group	During school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

<p>Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.</p> <p>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 5, even though we have only been in existence for eight years. The main reason we credit for this high retention rate is our membership in the New York Performance Standards Consortium (the group of 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals 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, inter-visitations, and workshops offered by our “collaborative” partnership schools, Urban Academy and Humanities Prep. 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.

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/information, 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 codes¹. 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 consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	157,110	x	pp. 14, 16, 18, 20
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	39,968	x	pp. 16, 20
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,337,270.00		pp. 14, 16, 18, 20

¹Explanation/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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will 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.

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DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Alex White	Assistant Principal Jon Michael Hanna
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Isaac Mills	School Counselor Sean Burke
Teacher/Subject Area Claire Cox/English	Parent Michelle Barker
Teacher/Subject Area Una Kariim Cross/Literacy	Parent Coordinator Jason Dowdy
Related-Service Provider N/A	Borough Field Support Center Staff Member type here
Superintendent Kathy Rehfield-Pelles	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	210	Total number of ELLs	6	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										0	0	0	0	0
Dual Language										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	4	0	0	1	0	0	1	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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										4	1			0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										2				0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)											1	1		0
Expanding (Advanced)										2				0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										0	0	0	0	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL 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.
- 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.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home 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.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).
[Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

N/A

6. How do you make sure that a student's new 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:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate our success with ELL students as we would with any subgroup: through analysis of classroom data. And through evaluative comparisons between baseline assessment data and culminating assessment data, using the common rubrics used by all consortium schools in all subjects to capture student progress.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

We administer the Home Language Identification Survey to any new admit to our school. If we have a student who is new to 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 HLI

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We review all transcripts and report cards for incoming students and, where we notice a pattern of low grades, we interview the student to determine the cause (medical, truancy, extended travel (SIFE). This includes identifying students who arrive at high school over age.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Paste response to question here:

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Paste response to question here:

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Due to the very small size of our ELL population (less than 3%, or 6 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
For the past eight 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.
9. Describe how your school ensures that placement parent notification letters are distributed.
Paste response to question here:
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Paste response to question here:
11. 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.
Our ESL teacher coordinates the testing and distribution of results from the NYSESLAT every year.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Paste response to question here:
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
For the past eight years, our trends have been consistent: we continue to enroll very low numbers of ELL students and even lower numbers of ELL students who score low on the NYSESLAT. We have successfully assisted two families in finding different programs in other schools in our district if they prefer a different model of language support. Unless and until we see changes in the trends among our incoming students we will continue to work in the highly individualized case-by-case manner in which we have been working since we began our program. There has not been any change in these trends in the seven years we have been open.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
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
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Our one ESL teacher is able to meet the needs of our 6 ELL students through the pull-out and push-in model using the ESL model/

3. Describe how core content is delivered in each program model. 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 home 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 each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
Paste response to questions here:
8. 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.
9. How does your school use curricular, instructional, and scheduling flexibility to enable 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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

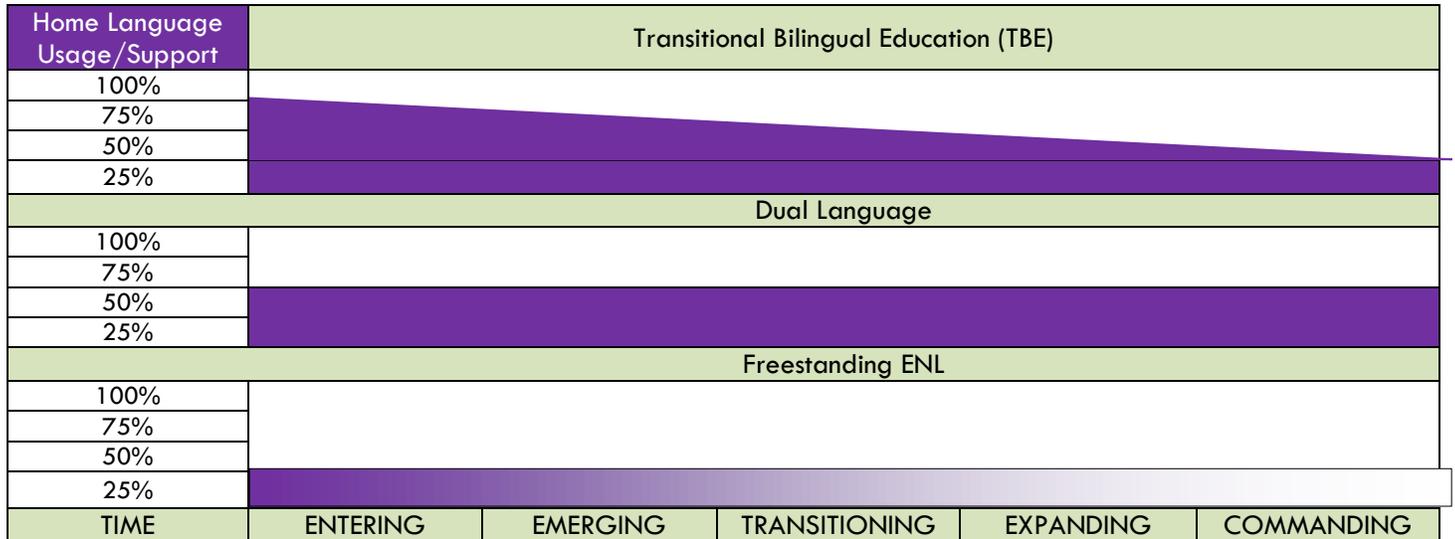


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.**
11. 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.**
12. 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.**
13. What programs/services for ELLs will be discontinued and why? **None at this time, pending review of data on incoming students for next year.**
14. 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.**
15. What instructional materials, including technology, are used to support ELLs? Include core 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).**
16. How is home language support delivered in each program model (DL, TBE, and ENL)? **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.**
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. **On the case-by-case basis described above.**
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator). **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.**
19. What language electives are offered to ELLs? **Paste response to question here:**
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
1. We will continue to rely on the excellent professional development opportunities offered by our affinity support network, three times a year.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. We have developed a set of 9th grade expectations that we support through work with families, advisory teachers, and classroom teachers to ensure that students and families are aware of the change in expectations that accompany the transition from middle school to high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
4. We will be relying on affinity group support to provide these ELL training sessions.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
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. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
2. Not at this time, due our very small ELL population.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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. 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.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Not at this time
5. How do you evaluate the needs of the parents?
Parent surveys, direct outreach
6. How do your parental involvement activities address the needs of the parents?
We work with our Community School resource coordinator to survey parents and identify needs among all our parent groups.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01