2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 13K594

School Name: GOTHAM PROFESSIONAL ARTS ACADEMY

Principal: ALEXANDER WHITE
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Gotham Professional Arts Academy
School Number (DBN): 16K594

BEDS Code: 331600011594

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: John Michael Ruby

Parents’ Association President: Damar Lee

SLT Chairperson: Andrew Willgress

Title I Parent Representative (or Parent Advisory Council Chairperson): Anastasie Muamba

Student Representative(s): Alisha Sanchez
Catherine Port

CBO Representative: Allison Brown

District Information

Geographical District: 16
Superintendent: Kathy Rehfield-Pelles

Superintendent’s Office Address: 335 Adams Street Room 508, Brooklyn NY 11201
Superintendent’s Email Address: KRehfield@schools.nyc.gov

Phone Number: 718 935-5102
Fax: 718 935-4502
<table>
<thead>
<tr>
<th>Affinity</th>
<th>Alexandra Anormaliza</th>
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<tr>
<td>FSC:</td>
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<tr>
<td>Executive Director:</td>
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<tr>
<td>Executive Director’s Office Address:</td>
<td>131 Livingston Street, Brooklyn 11201</td>
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<tr>
<td>Executive Director’s Email Address:</td>
<td><a href="mailto:AAnorma@schools.nyc.gov">AAnorma@schools.nyc.gov</a></td>
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<tr>
<td>Phone Number:</td>
<td>718 935-5618</td>
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<td>Fax:</td>
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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 Comprehensive Educational Plan (CEP) 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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</thead>
<tbody>
<tr>
<td>Alex White</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>John Michael Ruby</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Damara Lee</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Anastasie Muamba</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>Alisha Sanchez</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<tr>
<td>Sijada Richards</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<tr>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Tanisha Tate</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Alexandra Alberto</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Amy Collado</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Sasha Dobos Czarnocha</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Angeline Smithson</td>
<td>Member/ Parent</td>
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<tr>
<td>Andrew Willgress</td>
<td>Member/ Teacher</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 CEP 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 Comprehensive Educational Plan (CEP) 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 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>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.</th>
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<tbody>
<tr>
<td>Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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### The Quality Review 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 also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

#### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

#### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tr>
<td>At Gotham Professional Arts Academy—a small Community Learning School—we believe in training young people as lifelong learners who advocate for themselves and their community. We promote self-sufficiency, empowerment, and independence through a rigorous, inquiry based approach in science, math, the humanities, and the arts. Academics combine with wellness-related experiences and activities, enabling students to better understand themselves as learners and community members.</td>
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</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Gotha students consider NYC to be their classroom and enjoy access to and ownership of NYC’s resources. As a Community Learning School, we invest in the development of the whole person by establishing partnerships for both in-school and out-of-school supports. By providing a safe, supportive school community, we embrace and celebrate each child. We create opportunities for academic achievement, connectedness, and pride through community events such as PBAT presentations and Exhibition Nights, both of which highlight the performance-based tasks that make our Consortium community unique. These events celebrate student accomplishments with the whole school and the wider community.

**Gotha is a 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. It 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.

Gotha 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.

**Gotha Puts a Priority on 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. Below are highlights of our on-going partnerships that are poised for expansion.

- **Restorative Justice Circles**: Nearly half of our staff has now received training in restorative justice practices and will be incorporating these protocols and strategies in advisories as well as core academic classes.
- **College Access for All**: Gotham Academy is partnering with the College Access for All initiative to increase the supports for students on the path to college and offer more robust workshops and support for families.
- **Peer Group Connection**: Gotham Academy is investing in a multi-year peer mentoring program that pairs upper grade mentors with 9th grade mentees. The mentors will be trained to conduct circles with mentees, supporting the shift to restorative justice practices going on school-wide.
- **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 2017-18 school year will combine workshops in nutrition, healthy habits, gardening, and fitness activities with workshops promoting college readiness.
- **Expanding the Arts**: In 2016 Gotham Academy applied for and received the ETA grant from the Tony Bennett Foundation to expand our arts programming. This four year grant comes with professional development support from the ETA organization and access to supplemental grants to support the arts for all students at Gotham Academy.

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 the previous 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.

3. Describe any special student populations and what their specific needs are.

We currently have about 24% students with IEPs. These students require additional supports in the classroom (we have developed a robust ICT model) as well as additional supports provided by our guidance counselor, social worker, and special ed. coordinator. We also have a substantial number of students who are in temporary housing, who are eligible for extra support in the form of school supplies provided by the school, as well as counseling services to support students while they are experiencing housing insecurity.

4. Identify 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.
In addition to being designated a UFT Community Learning Partner School, Gotham Academy received designation as a PROSE school for the 2018-19 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-visitiation among schools across the city. Robert Michelin, our newly appointed co-director, is working to expand and deepen the collaborative professional culture at our school. All staff are now engaged in collaborative inquiry in aligning curricula to mastery-based grading and offering multiple opportunities for students to present PBATs.

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 2018-19 school year:

**Rigorous Instruction**: Based on our most recent PPO, we have identified Danielson domain 1e (Designing Coherent Instruction) as our school-wide area of focus. We began our school year with a staff retreat that gave teacher teams time to collaboratively plan curriculum using tenets of the Buck Institute. We are planning a series of professional development activities for our staff to keep the focus on curriculum design as the first important step in building the rigor of our classes.

**Supportive Environment**: We are partnering with Center for Supportive Schools to launch a peer mentoring program at Gotham Academy called Peer Group Connection. As part of this initiative all incoming 9th graders will be paired with an 11th or 12th grade mentor.

**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. As a member of the Learning Partner Program (in a Triad with El Puente and Kurt Hahn), we are conducting collaborative inquiry into ways to increase student voice in the school community.

**Effective School Leadership**: Based on very credit accumulation data from last year’s school quality guide reports, we have identified credit accumulation as an area of focus. Using monies from our Extended School Day Grant, we have created our first am/pm credit-bearing courses and are allocating additional resources to provide academic supports for all our students to increase their credit accumulation.

**Strong Family-Community Ties**: As a Community Learning School, we aim to increase the number of parent and community celebration days and therefore increase the number families attending school functions. We have found that these events, which highlight, showcase and celebrate the success of our students are the most effective way to increase parent involvement in all aspects of our school. We intend to increase the frequency of these events and use them as opportunities to further engage our parents and community members.

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**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.
### Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Based on our most recent school surveys, school quality snapshot, and PPO observations from the superintendent’s team, our school’s areas of strength are:

- Safe, supportive environment
- Trust
- Strong Family/Community Ties

Areas identified for improvement are:

- Annual credit accumulation, especially among our youngest students
- Rigorous instruction & curriculum design
- Attendance
- Effective Leadership

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

In an effort to promote more rigorous instruction and hold all students to higher standards, we are revising our school’s curricular scope and sequence, focusing more attention on grade level academic targets, and using the new scope and sequence to anchor a transition to standards-based, mastery-based grading system. This new curricular system will result in 75% of students earning 10+ credits by June 2019.
Part 3a – Action Plan

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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
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<tbody>
<tr>
<td>Introduce staff to new curricular design materials and vision</td>
<td>All teachers</td>
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<tr>
<td>All students will take a more streamlined and consistent sequence of courses from 9th to 12th grade, allowing us to engage in a skills-based approach to evaluating student progress. Department teams and grade level teams will collaborate to set skill-based targets for all students at all grades. Students will be evaluated and will self-evaluate based on their progress to meet grade level targets in all subjects.</td>
<td>All teacher teams</td>
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<tr>
<td>Departments will coordinate with guidance team to create an individualized student profile for each student, capturing where they have met standards, and where they still have to master additional material, so that all students can know their next learning steps</td>
<td>All students</td>
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<tr>
<td>Students will meet with peer mentors to address areas where they are not meeting standards and collaboratively develop strategies to get the help they need to meet standards</td>
<td>All students</td>
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<tr>
<td>Staff will pilot a mastery-based grading system with a technology-based platform to create a plan to spread school wide.</td>
<td>Pilot Teachers</td>
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<thead>
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<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<td>Co-director</td>
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<td>Once a month</td>
<td>Guidance team, classroom teachers, advisory teachers</td>
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<tr>
<td>Bi-weekly</td>
<td>Guidance team, PGC mentors</td>
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<tr>
<td>Sept-June</td>
<td>Co-director</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Student skill-based profiles will also be shared with parents and parents will be alerted when a student has been referred to before/after school support labs. We are using our semi-annual curriculum nights to provide exemplars of our unique graduation requirements to ensure our parent community understands and can support students completing our PBAT tasks. We will share what we learn with the SLT about mastery-based grading and look for feedback from parents' perspective.

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 as well as per session funding for before/after school labs funded by our ESD/SVP grant.

**Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.**

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>X Other</td>
</tr>
</tbody>
</table>

**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 both the skill profiles and class grades, checking in on progress in January 2019, and verifying the progress towards our goal in June 2019. Online grading systems and Google Drive will be used to monitor implementation.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Grades, progress towards meeting skill targets

**Part 5c.** In February 2019, 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.

**Part 1 – Needs Assessment**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

From our end-of-year data we focused on the challenge of supporting students in their transition to high school expectations. Too many of our incoming 9th graders are not earning enough credits to remain on track for 4-year graduation. We have a peer mentoring program to provide a peer mentor to all incoming students to better support them in their transition to high school (and support student leadership among the mentors). After our first year of mentoring, we see the need for more academic support.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, a new academic intervention program associated with the mastery-based grading providing students with time and space to meet goals so that there is an increase of 5% in course pass rates.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Target Group(s)</th>
<th>Timeline (What is the start and end date?)</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer mentors will be nominated and vetted by guidance team</td>
<td>11th and 12th grade student leaders</td>
<td>June 2018</td>
<td>Guidance Team and Peer Group Connection Team</td>
</tr>
<tr>
<td>All incoming 9th graders will be matched with a student mentor</td>
<td>all incoming 9th graders</td>
<td>September, 2018</td>
<td>Guidance team and PGC Team</td>
</tr>
<tr>
<td>Academic Intervention Committee is formed and goals shared with the entire community.</td>
<td>All teachers &amp; Student volunteers</td>
<td>September 2018</td>
<td>Co-Directors</td>
</tr>
<tr>
<td>Peer Group Connection time to meet will be part of the weekly schedule. Mentors will facilitate circles with their 9th grade mentoring groups. Mentors will meet weekly with PGC team to monitor and support their work. As part of PGC we are initiating a “student attendance ambassador” program to provide student-to-student support for turning around negative attendance trends, with a focus on our group of students whose poor attendance labels them chronically absent.</td>
<td>9th graders and mentors</td>
<td>Sept-June</td>
<td>PGC team and all mentors and 9th graders</td>
</tr>
<tr>
<td>Students are referred to the AI Committee when the first progress reports are sent out.</td>
<td>All teachers</td>
<td>Oct - May</td>
<td>AI Committee</td>
</tr>
<tr>
<td>Students will be programmed for appropriate intervention including after school, lunch time, before school, peer to peer support.</td>
<td>Identified students</td>
<td>Nov - June</td>
<td>AI Committee</td>
</tr>
<tr>
<td>Monitor progress of all students and adjust programming as needed every time progress reports are released.</td>
<td>Students</td>
<td>Nov - June</td>
<td>AI Committee</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Peer mentors will contact parents of the students they are mentoring directly and open a channel of communication with them. Advisers will contact parents about any interventions being recommended for their students. Feedback on
the system will be discussed at SLT and PTA meetings. Data will be analyzed at cabinet, steering committee, and SLT meetings.

**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 making a three year, 50K investment in the PGC program and will be pursuing grants to support this work in years two and three.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
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<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td>X</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

PGC and AI will support the mentoring program throughout the year. We will be monitoring progress of this program by tracking several data points: daily on time attendance, credit accumulation, suspension rates, classroom infractions, and grade point averages.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

attendance data, progress reports, referral logs

**Part 5c.** In February 2019, 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.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Based on our most recent school surveys, school quality snapshot, and PPO observations from the superintendent's team, our school's areas of strength are:

- Safe, supportive environment
- Trust
- Strong Family/Community Ties

Areas identified for improvement are:

- Annual credit accumulation, especially among our youngest students
- Rigorous instruction & curriculum design
- Attendance
- Effective Leadership

Our own observations as well as feedback indicate a lack of alignment and coherence in the previous instructional program. As we move toward mastery-based grading, we see a greater need for coherence along with our staff's goal of thoroughly embedding the arts tracks within the academic courses.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of teachers will have used the new unit plan structure incorporating the Buck Institute's 8 Essential Rules for Problem and Project-based Learning. These Essential Project Design Elements include: challenging problem or questions, sustained inquiry, authenticity, student voice & choice, reflection, critique & revision, and public product.
### Part 3a – Action Plan

**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:

- Evidence-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, SIF, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce the collaborative teaming structure to staff and include relevant elements in the system to PROSE process</td>
<td>Teachers</td>
<td>September</td>
<td>co-directors</td>
</tr>
<tr>
<td>PD on the 8 Elements and Critical Friends Protocols for common planning time</td>
<td>School community</td>
<td>Oct-June</td>
<td>co-director</td>
</tr>
<tr>
<td>All teacher teams use the critical friends protocol to share and provide feedback to each other on newly designed unit plans looking for adherence to the 8 elements</td>
<td>All staff</td>
<td>Oct-June</td>
<td>co-director</td>
</tr>
<tr>
<td>All teachers and teams receive feedback from the co-director on their newly designed unit plans.</td>
<td>All staff</td>
<td>Oct-June</td>
<td>co-director</td>
</tr>
<tr>
<td>Results, feedback and observations from the fall semester are used to inform the writing process for spring curricula</td>
<td>All staff</td>
<td>Jan - June</td>
<td>co-director</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

- New system for designing and aligning curricula will be shared with families at curriculum night, at SLT, and at PTA meetings. Regular progress reports will be sent home to families. Presentations and public displays of work will be shared with families.

### 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.

- Fair student funding and Title I funding

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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</table>

### Part 5 – Progress Monitoring

2018-19 CEP  

20
**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.

By mid-year, all teachers will have completed one semester’s worth of unit plans that will be reviewed and used to give feedback for the spring.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Administrative observations and Google Drive

**Part 5c.** In **February 2019**, 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.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
</tr>
</tbody>
</table>

School surveys have indicated a desire on the part of teachers to be included in making decisions across the school. Informal conversations with staff and the PROSE office have led us to the decision to create a Steering Committee that connects to horizontal leadership systems within the school. The priority to be addressed is increasing the capacity of teacher leaders to be a strong and integral part of our school community.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>By June 2019, a steering committee will have been formed, set a purpose, and met once a month during the school year.</th>
</tr>
</thead>
</table>

Indicate your school’s 2018-19 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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• 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).</td>
</tr>
<tr>
<td><strong>Target Group(s)</strong></td>
</tr>
<tr>
<td>Who will be targeted?</td>
</tr>
<tr>
<td>Introduce vision for the steering committee and invite participants. Create a criteria for serving on the committee based on the number of applicants.</td>
</tr>
<tr>
<td>Establish a calendar for steering committee meetings for the school year</td>
</tr>
<tr>
<td>Maintain a shared agenda and use a decision making process for each meeting.</td>
</tr>
<tr>
<td>Survey staff as to understand how the implementation of the steering committee has affected the areas of school trust and leadership addressed in the school survey.</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The vision for the steering committee will be shared with the school community, including families at SLT and PTA meetings.

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.

Per session for meetings

<table>
<thead>
<tr>
<th><strong>Part 4b.</strong> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td>C4E</td>
</tr>
</tbody>
</table>

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 steering committee calendar will have been set and 3 meetings will have been conducted by January. |
| Part 5b. | Indicate the specific instrument of measure that is used to assess progress. Google drive will house the steering committee calendar and minutes from each meeting. |
| Part 5c. | In February 2019, 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.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Based on an investigation into family attendance patterns at student progress conferences, family workshops, and school exhibition nights, our goal is to increase the number of Exhibition Nights/Celebration Days as a deliberate strategy to increase parent attendance at school events, especially family workshops designed to support college and career access. We found that parent, guardian, and family attendance at celebratory events like exhibition night as 30% higher than parent/family attendance at parent-teacher conferences, and much, much higher than attendance at parent workshops focusing on college and career access. Our goal is to fold the workshops we want parents and families to attend into the celebratory events that have historically yielded much higher parent/family turnout.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, attendance at our PTA meetings will increase by 10% through the hiring of a new Parent Coordinator and offering family events that are embedded in and an outgrowth of the arts program curriculum.
Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire and introduce the new parent coordinator</td>
<td>all staff students families</td>
<td>June - Sept</td>
<td>co-director</td>
</tr>
<tr>
<td>Offer specialized programs and events to families based on SLT and PTA feedback</td>
<td>all families</td>
<td>Sept - June</td>
<td>parent coordinator</td>
</tr>
<tr>
<td>Plan and calendar celebratory student art exhibitions</td>
<td>all families</td>
<td>Nov - June</td>
<td>parent coordinator</td>
</tr>
<tr>
<td>Hold curriculum night events</td>
<td>all families</td>
<td>Oct - June</td>
<td>co-directors</td>
</tr>
</tbody>
</table>

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

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

**Key Personnel:** Who is responsible for implementing and overseeing the activity/strategy?

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

CLS partner school, ESD/SVP Grant, ETA grant to expand the arts, and College Access for All monies to support parent workshops focused on college access.

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.

Our Community Learning School plan is supported by a CLS grant from the UFT that fully funds the salary of our CLS resource coordinator. Teaching artists from the Leadership Program will be paid from the Extended School Day Grant we received.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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</table>

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.

By midyear we will be able to compare parent attendance from two Exhibition/Celebration events with parent attendance at P-T conferences. We have a goal of increasing parent attendance at our Exhibition nights by 5% by January 2019.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

We will monitor this goal by documenting parent attendance at all parent-focused events throughout the year.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**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 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Progress report grades, interim assessment data, classroom teacher referral, ELARegents results</td>
<td>Reading support&lt;br&gt;Writing Lab&lt;br&gt;Revision Lab&lt;br&gt;Teacher “Office Hours”&lt;br&gt;Small group support</td>
<td>$\text{Small group}$&lt;br&gt;One-to-one&lt;br&gt;And ongoing support labs</td>
<td>$\text{During G period}$&lt;br&gt;Morning labs&lt;br&gt;Lunch labs&lt;br&gt;Saturday labs</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Progress report grades, interim assessment data, classroom teacher referral,</td>
<td>Reading support&lt;br&gt;Writing Lab&lt;br&gt;Revision Lab&lt;br&gt;Teacher “Office Hours”&lt;br&gt;Small group support</td>
<td>$\text{Small group}$&lt;br&gt;One-to-one&lt;br&gt;And ongoing support labs</td>
<td>$\text{During G period}$&lt;br&gt;Morning labs&lt;br&gt;Lunch labs&lt;br&gt;Saturday labs</td>
</tr>
<tr>
<td>Science</td>
<td>Progress report grades, interim assessment data, classroom teacher referral,</td>
<td>Reading support&lt;br&gt;Writing Lab&lt;br&gt;Revision Lab&lt;br&gt;Teacher “Office Hours”&lt;br&gt;Small group support</td>
<td>$\text{Small group}$&lt;br&gt;One-to-one&lt;br&gt;And ongoing support labs</td>
<td>$\text{During G period}$&lt;br&gt;Morning labs&lt;br&gt;Lunch labs&lt;br&gt;Saturday labs</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Progress report grades, interim assessment data,</td>
<td>Reading support&lt;br&gt;Writing Lab</td>
<td>$\text{Small group}$&lt;br&gt;One-to-one</td>
<td>$\text{During G period}$&lt;br&gt;Morning labs</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>classroom teacher referral,</td>
<td>Revision Lab Teacher “Office Hours” Small group support</td>
<td>And ongoing support labs</td>
<td>Lunch labs Saturday labs</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Referral by school social worker or adviser</td>
<td>Academic advisement, mandated and as-needed counseling</td>
<td>Individual and small group</td>
<td>During school</td>
<td></td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**


<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>24</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

**We provide counseling services to all students in temporary housing. We also reach out to families in temporary housing to ensure they have access to services in their community that can provide supports and assistance in finding permanent housing. We use STH set aside monies to purchase school supplies, backpacks, and warm clothing for students in temporary housing. And we ensure that all teachers are aware of students’ housing status so appropriate accommodations can be provided to students who may need additional time to complete homework assignments due to their lack of a consistent space at home to work in.**

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Since opening our school in September 2007, we have been fortunate to retain many of our teachers. Four of our eight founding teachers are still teaching at our school. The average number of years our teachers have been teaching at Gotham Academy is 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.

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

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

We are also initiating department-based hiring committees to join the interview process in selecting HQ candidates, in an effort to identify teachers who will be well-matched to the existing staff in each department.
### 2b. High Quality and Ongoing Professional Development

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

As a member of the New York Performance Standards Consortium, we are fortunate to have access to monthly subject-based workshops that all our teachers attend or help facilitate. We also benefit from the PD, 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.

| N/A |

#### 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).

| N/A |

### Part 4: SWP Schools Only

#### 4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

| N/A |

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$135,912</td>
<td>x</td>
<td>5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$1,614,477</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

2 The **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 Priority and Focus School Improvement Funding:** 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. Another purpose is 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 and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

• **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP 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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gotham Professional Arts Academy will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

  ● 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.

Parental Involvement and School Quality

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., ESSA/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 ESSA;

- 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;

### Encouraging School-Level Parental Involvement

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 Every Student Succeeds Act (ESSA), 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 on assessments.
## I. School Responsibilities: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

## I. School Responsibilities: Supporting Home-School Relationships

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;

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing Parents Reasonable Access to Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide parents reasonable access to staff by:</td>
</tr>
</tbody>
</table>

• 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;

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide general support to parents by:</td>
</tr>
</tbody>
</table>

• 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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Brooklyn</td>
<td>Gotham Professional Arts Academy</td>
</tr>
</tbody>
</table>

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 ELL teacher, and one parent.

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

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.

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

2018-19 CEP
**Part II: ELL Demographics**

**A. ELL Programs**

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</th>
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<tbody>
<tr>
<td>Program</td>
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<tr>
<td>--------</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

**Part III: Assessment Analysis**

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   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:

2. What structures do you have in place to support this effort?
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

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.

4. What structures do you have in place to address interventions once the summative data has been gathered?

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

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.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

### Part IV: ELL Programming

#### 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 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.

6. 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.

7. 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.

8. 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.

9. Based on data and trends, 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.

10. If you had a bilingual program, what was the reason you closed it?
    None at this time, pending review of data on incoming students for next year.

11. 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.

12. 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).

13. How is home language support assessed and 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.

14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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. 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.

17. What language electives are offered to ELLs?

Paste response to question here:

18. 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:

---

**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 and non-pedagogic staff.) 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?

1. We will continue to rely on the excellent professional development opportunities offered by our affinity support network, three times a year.

2. As a consortium school that uses performance assessments in lieu of Regents, we have always aligned our graduation tasks...
(and the courses that lead up to them) with the Common Core Learning Standards. We support our ELL students as we support all our students, through curriculum design, support labs, and immersion in a culture that promotes high standards for all students.

2. 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.

3. We have developed a set of 9th grade expectations that we support through work with families, advisory teachers, and classroom teachers to ensure that students and families are aware of the change in expectations that accompany the transition from middle school to high school.

4. We will be relying on affinity group support to provide these ELL training sessions.

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. 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.

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 V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Alexander White, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
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<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Parent Coordinator</td>
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<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>ENL/Bilingual Teacher</td>
<td></td>
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<td>1/1/01</td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
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<tr>
<td>Teacher/Subject Area</td>
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<tr>
<td>Coach</td>
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<tr>
<td>Coach</td>
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<tr>
<td>School Counselor</td>
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<tr>
<td>Superintendent</td>
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<tr>
<td>Field Support Center Staff Member</td>
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<td>Other ______</td>
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</table>
# 2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

**DBN:**    | **School Name:**    | **Superintendent:**    |  
---|---|---|---

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
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</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education ([Chancellor's Regulation A-663](https://example.com)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:
   - Part III of the Home Language Identification Survey (HLIS)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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<tbody>
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</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
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</thead>
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</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
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3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
• Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Part E: Monitoring Provision of Language Services
Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?