



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: 02M282

**School Name: The Urban
Assembly Maker Academy**

Principal: Luke Bauer

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 02m282
School Type: Limited Unscreened-CTE Grades Served: 9
School Address: 411 Pearl Street New York, NY 10038
Phone Number: 2122250890 Fax: 2122250991
School Contact Person: Luke Bauer Email Address: Luke.bauer@uamaker.org
Principal: Luke Bauer
UFT Chapter Leader: Joshua Lapidus
Parents' Association President: Brenda Adams
SLT Chairperson: Joshua Lapidus
Student Representative(s): Justin Santos, Bianca Lucero

District Information

District: 02 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Avenue, Room 711, New York, N.Y. 10001
Superintendent's Email Address: MBradbu@schools.nyc.gov
Phone Number: 212-356-3739 Fax: _____

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 105 Network Leader: Shannon Curran

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 consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.

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.**

The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Luke Bauer	*Principal or Designee	
Joshua Lapidus	*UFT Chapter Leader or Designee	
Brenda Adams	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Justin Santos	Student Representative	
Bianca Lucero	Student Representative	
	CBO Representative, if applicable	
Anthony Simpson	SLT/Parent	
Alex Sosa	SLT/Teacher	
Jared Russo	SLT/Teacher	
Lillian Padilla	SLT Parent	
Jenna Solis	SLT Parent	
	Member/	

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

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

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

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The 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 strategies and activities that improve outcomes for students.



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

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

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

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

each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, 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 principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)

School Culture: Positive Learning Environment (1.4), High expectations (3.4)

Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

Step 1: Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

Step 2: Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Step 3: 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 4: Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).

Step 5: Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Mission

The Urban Assembly Maker Academy (UA Maker), a school of the Urban Assembly, believes the world needs problem solvers who can find and solve challenges to create positive change in a world where change is the only constant. We empower students to be successful, adaptive citizens of the future, who will create the future through design thinking and innovation. Our students are curious about the world around them and empathize with others to develop personalized solutions. Our students know that to innovate, they must take risks. They measure the impact of their actions. They overcome challenges with resilience.

Vision

Our students will be prepared to enter the post-secondary option of their choice. They will be prepared to enter college or enter the work force with a working knowledge of technology, a clear sense of their strengths and weaknesses, and growth and design thinking mindsets, which will ensure they are resilient in pursuit of success.

Core Values

Curiosity: Our school community constantly asks "why." We are on the look out to improve our world. In order to always be forward thinking, we develop our curiosity, creativity, and confidence to push boundaries.

Empathy: We understand that we all bring unique and diverse experiences to our community. We work to ensure those experiences are heard and honored. We assume positive intentions of others as we work together to build our community.

Risk-taking: We know that to reach new levels of success and to develop new, creative ideas and solutions to problems, we must venture beyond what feels comfortable to us. When we take risks, we have the opportunity to revise and reflect on our actions and push ourselves to new levels of thinking.

Self-Awareness: We measure the effectiveness of our actions. We know ourselves and use that knowledge to ask for support when we need it. We use our understanding of our strengths and weaknesses to create plans of action to achieve our goals.

Resilience: We learn from our challenges and mistakes, and use them to better position ourselves for success in the future

Strategic Partnerships

Industry Partner or CBO Title & Contact Person	Stated Function or Mission	Relationship to UA Maker & Possible School Year Plugins (where appropriate)
<ul style="list-style-type: none"> • Springpoint, Carnegie Corporation of New York 	<p>“While new rigorous standards pose a profound challenge for high schools, they also offer an extraordinary opportunity for ambitious reform. To fully rise to this occasion, we need to completely reimagine what schools can do, where resources are allocated, and how students learn, grow, and succeed.”</p>	<p>Relationship: Carnegie Corporation of New York created Springpoint to provide consultancy and guidance to all recipients of Carnegie funds to implement the 10 Carnegie Design Principles in vetted new innovative high schools around the country. These principles will inform a curriculum, culture and practice that effectively meet the demands of the Common Core. The Urban Assembly Maker Academy project is called Opportunity by Design.</p> <p>Prior to UA Maker’s opening, Springpoint supported the four-phase design process: Prepare, Research & Frame, Design & Build, Launch. Our Carnegie Design Fellow continues to serve as the point person for Springpoint communication during our opening year, and the 2 or 3-year iterative improvement process following.</p> <p>Springpoint has view access to UA Maker’s Google Drive and monitors the progress of our work. All outcomes and summative reporting goes through our Design Fellow but “low-lift” blog entries or questions can be shared by all on Jive (information sharing platform).</p> <p>Current Springpoint partners: Cleveland School District, Denver Public Schools, NYC DOE, The School District of Philadelphia, (The Urban Assembly).</p>
<p>Parsons New School for Design</p>	<p>“In an increasingly designed world, art and design reflect and shape all kinds of experiences. Through rigorous practice and critical scholarship Parsons The New School for Design prepares students to be leaders in their professions and society.”</p>	<p>Relationship: Parsons is UA Maker’s primary post-secondary partner. As thought-partners and information sharers, Parsons has opened their graduate classrooms and expertise to UA Maker’s design, viewing UA Maker as an opportunity for their students to engage in real-world implementation of design-thinking. They have essentially taken the creation of UA Maker on as part of their curriculum: UA Maker benefits from expertise/ideas generated and grad students benefit from effecting and engaging in an actual design problem, potentially seeing their</p>

		<p>ideas in action.</p> <p>Graduate students created unit plans aligned with the design process, inclusive of hands-on projects UA Maker teachers in non-CTE disciplines could use to diversify the concept of “Maker.” Professors have suggested his students could design a widget or extension for our LMS, Canvas, which would alleviate its shortcomings in incorporating data from external systems, automatically populate lesson plans or create a visual of student progress.</p> <p>Additionally, Parsons is helping narrow down industry standards and language regarding Maker jobs, for the CTE approval process. Parsons also works with our team to incorporate the Growth Mindset rubric into student evaluation. Lastly, they have offered to share their blueprint for a Maker space with UA Maker (for our own inspiration).</p> <p>Possible plugins:</p> <ul style="list-style-type: none"> ● CTE Advisory Board membership ● Workshops for students AT Parsons ● “Day in the Life” of an industry student/ college visits ● Student visits/use of Parsons Maker space ● Capstone project advisor/judge ● Preferential admission to college
<p>Control Group</p>	<p>“People engage with companies through an ecosystem of digital and physical interactions. Whether creating or improving a product, service, or place, we help organizations translate their brand into more meaningful, productive, and profitable connections with their stakeholders across these touchpoints.”</p>	<p>Relationship: Participated in original Design Team planning meeting in December 2013. Founding thought partner in conceiving of UA Maker. Control Group served on hiring committee for Partnership Coordinator. Staff consistently attend design and curriculum meetings and facilitate introductions to key industry and Lower Manhattan partners to spread awareness of UA Maker, particularly pending PEP vote. Scott hosts weekly Tuesday 9-10am update meetings. Currently helping think through alignment of Maker jobs with required skills for CTE approval process. Influential philosophically and politically.</p> <p>Possible plugins:</p> <ul style="list-style-type: none"> ● CTE Advisory Board membership ● Student visits to Control Group ● “Day in the Life” career visits ● Guest speakers or mini-lesson teachers in classrooms ● Internship worksite

		<ul style="list-style-type: none"> • Workforce development • Capstone project advisor/judge
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School Strengths, Accomplishments and Challenges

As new school in the 2014-2015 school-year, UA Maker’s key strengths are our human capital, including both teachers and community partnerships. Our six team teaching staff brings a wealth of diversity to the school. We have three teachers with at least three years of teaching experience and we have three new teachers. This mix has allowed veteran teachers to help the school implement proven systems surrounding: management of technology, transitions between classes, asynchronous and personalized learning, and mastery based assessment systems.

Our accomplishments to date involve work we have done with our CTE partnerships and Advisory Board. Together our partnerships have helped us fundraise to support our Maker/CTE classroom. Our CTE pathways are Interaction Design, Physical Computing, and Digital Media. In order to create a Maker Space we have had to purchase a lot of consumable electronics which requires a constant revenue stream to support. Our partners have also helped us provide work-based learning experiences for our students. On the first two days of school our two lead partners, Control Group and Parsons The New School for Design helped us design an orientation experience for students where they were able to give feedback to real designers about two different projects they were preparing to launch. Additionally, our partnership coordinator worked to build a CTE day in November where each of our seven advisories was able to visit three different companies, one in each of our pathways. Our partners have been a vital asset to our successful opening this fall.

One challenge we are actively addressing surrounds the reading level of our 103 students. We have spent time this fall gathering data on our students. We administered the Degree of Reading Power (DRP) exam in September and found that 70% of our students are reading below grade level. Within that 70% we have about 50% of our students are reading at the elementary school level. Within the 30% reading above grade level, we have 10% reading at the college level. This unique profile of our schools is a challenge to provide reading experiences that are targeted for each student.

Another challenge is being unable to offer every course that we would like to during year one of school. Students are clamoring for elective classes like art, music, and drama, however, being a CTE school we utilize this time during the day with our CTE courses. We are working with community based organizations to build a robust after school program that includes opportunities in art, music, drama, foreign language, etc.

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

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We have identified Literacy as a focus within all units of instruction at UA Maker, based on DRP scores which we administered during the first full week of school in September. Teachers have been asked to include close reading of texts into their units of study. We found that the average reading score for our 9th graders was a 54 which means on average our students are starting at an upper elementary grade level for reading. 70% of our students are reading below grade level. Success in high school academic courses requires that students reading level be on grade level and so working together this year to quickly increase students reading ability is a central focus.

Part 2 – Annual Goal

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

By the end of the year, students’ average DRP scores will have grown by 2 levels.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Implement Independent Reading via LightSail. Lightsail creates personalized libraries for students based on their DRP scores. LightSail is adaptive and continually updates students Lexile score feedback on their Lexile level	All Students	October 2014-	Alex Sosa ELA Teacher
Administer the NYC ELA Performance Task and collaboratively score together	Students and Teachers	October 2014	All Teachers
Professional Development on Odell Education Core Proficiency Units targeting key reading and writing skills found deficient on DRP and ELA MOSL exam”	All Teachers	Sept 2014	Luke Bauer Principal
Targeting CCLS R1 Reading Closely Standard in all academic courses	All Teachers	November 2014	Luke Bauer and All Teachers

Included DRP scores for parents during November Parent Teacher Conferences and spoke to parents about the importance of literacy for success on high school Regents exams and in life.	Parents, Students, Teachers	November 2014	Luke Bauer
Administer DRP Exam in December	Students	December 2014	Luke Bauer
Administer DRP Exam in May	Students	May 2014	Luke Bauer

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> -Lightsail requires iPADS -LightSail requires Professional Development -Common Planning and MOSL time required for collaborative grading and action planning -Professional development on using DRP scores to drive student literacy achievement -Odell Education resources are free for download at www.odelleducation.org

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.	x								
	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
									x

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.</p>				
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By February of 2015 we will have increased and average of 1 level on the DRP from where we were in fall of 2014.				
Part 6b. Complete in February 2015.				
Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Building a strong school culture is paramount for a year 1 school. We have built our school culture around our advisory program that encourages students’ voices to be heard. Each morning we hold advisory for 40 minutes before core academic courses. We have a curriculum built that focuses on 4 Key Advisory Goals: Socio Emotional learning, community building, academic advisement, college and career readiness/post-secondary planning. Focusing on school culture in year 1 has become even more of a focus after completing home visits in July and August and talking with students about their prior experiences in school. Based on these conversations, students have had varied experiences with school both positive and negative. Students that had negative experiences told us repeatedly that they “felt they were not heard,” and “their voices were never listened too.” Building an advisory program and culture that recognizes student voice was very important to us.

We also know that about 70% of our students visited our school during recruitment activities and those students were excited about the nontraditional model we provide including more independence and freedom to create their learning experience. Providing our students with 1:1 Chromebooks and having 3D printers, laser cutters, and vinyl cutters in our CTE room, we knew that we were going to have to spend a large portion of this school year building strong routines and procedures with students to make sure we successfully maintain our technology.

Part 2 – Annual Goal

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

By the end of the year, 90% of students will show that they feel safe, supported and challenged as shown by the Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Creation of Advisory: We run advisory the first 40 minutes of every day. We have a set weekly schedule including days focused on Growth Mindset, College and Career Readiness, and on Thursdays	All Students	All Year	Advisory Creation Team (Ivy Anderson, Jennifer

students run a Student Led Meeting where they facilitate a discussion about topics they want to discuss			Kaplan and Nina Dibner of Dibner Consulting Services)
We hired a Social Worker in year 1 of our school to provide socio-emotional support for our students. Social Worker facilitates a biweekly Kid Talk protocol meant to find agreed upon interventions for students struggling academically	All Students	July 2014-June 2015	Jennifer Kaplan
Creation of Restorative Justice Discipline System: We have developed a protocol for creating trust and rebuilding relationships after harm of any kind has been done to any person in our building.	All Students, Teachers, and Parents	September 2014-June 2015	Jennifer Kaplan, Luke Bauer
Hiring a Director of School Culture: We are actively recruiting for this position to work with teachers to implement systems in their classroom meant to support student learning and minimize off task behavior.	Entire Community	February 2015-June 2015	Luke Bauer, Jennifer Kaplan, Ivy Anderson
Summer Home Visits to Families	Parents, Students, Teachers	Summer 2014	Luke Bauer Ivy Anderson
Pizza and Principal monthly lunch focus groups between the Principal and Students designed to allow students to share their thoughts for improvements to the school	Students	December 2014-June 2015	Luke Bauer
Development of robust after school activities to support positive school involvement	Students	August 2014-June 2015	Luke Bauer Ivy Anderson Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Allocation of money for a director of school culture</p> <p>Used grant money to fund our Advisory creation for 2014-2015 school year</p> <p>Social Worker attending Restorative Justice year long professional development at Teacher’s College</p> <p>Working with Urban Assembly Director of Social Emotional Learning David Adams to create Director of Student Culture position.</p>

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.	X		X						
	Tax		Title I Basic		Title IIA		Title III		Grants

	Levy								
List below any additional funding sources that will be utilized to support achievement of the goal.									
									X

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, students will respond to internal survey that they feel safe, supported and challenged at UA Maker.				
Part 6b. Complete in February 2015.				
Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
	<p>We do not have the data at this time to indicate whether we have met or not met this goal. Students are currently taking this survey.</p> <p>To meet this goal by the end of the year we will finish administering the survey in February, analyze the data, and then plan advisory sessions to address the results.</p>			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school’s strengths revolve around our belief that high quality professional development and feedback on classroom practices lead to improvement in school. We started our summer with 3 weeks of professional development with teachers. As a brand new school, we spent several days during our summer pd time collaboratively building school-wide routines and procedures, creating course level mastery standards, and building curriculum. Teachers learned that our school is part of the Opportunity by Design schools supported by the Carnegie Foundation and Springpoint. One of the Carnegie Design Principles upon which our school is built is about mastery based assessment: Prioritizes mastery of rigorous standards aligned to college and career readiness. 60% of our students scored at a level 1-2 on the State 8th Grade ELA exam and 55% scored 1-2 on the State 8th Grade Math Exam. Because of these low scores, we want to ensure that students are increasing their mastery of state standards in all of their courses so they are prepared for Regents exams throughout high school. Therefore, our instructional focus, unit planning template, unit plan rubric, and several professional development sessions this fall, have been focused on mastery learning.

Part 2 – Annual Goal

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

By the end of the year, the school will have a mastery based assessment system for all courses that allows students, teachers, and parents to monitor student progress towards mastery of course standards.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Back to School Night parent session focused on Mastery Learning and how grades are different at UA Maker compared to other schools that give traditional 100, 90, 80, 70, 60 type grades	Parents/ Students	September 2014	Luke Bauer Maddy Hackett
Parent-teacher conferences scheduled by advisor where we rolled our standards based progress reports. March conferences will be student led conferences.	Parents/ Students	November 2014 and March 2015	Advisors

Summer and School Year Professional Development on Mastery Based Grading and Assessment	Teachers	Summer and Fall 2014	Luke Bauer
Summer PD on Canvas Learning Management System which allows teachers to track student level mastery of standards	Teachers	Fall 2014	Teachers
Additional Parent Teacher Conference Night	Teachers, parents, students	February 2015- March 2015	Luke Bauer

Part 4 – Resources Needed

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

Training with Canvas Professional Developers to implement the Learning Management System
 Hired Madelaine Hackett as Carnegie Design Fellow to implement Mastery Based Assessment system

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.	X								X

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.				
By February of 2015, 80% of students will be able to identify what standard they are working on and how their current assignment is helping them master that standards				

Part 6b. Complete in February 2015.				
Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
	<p>We did not meet this mid-point benchmark because we shifted our focus away from students being able to identify the standard they are working on. We made this decision because we wanted to focus on students understanding mastery.</p> <p>To meet this goal, in December we began having students track their mastery on Mastery Trackers which we built for each course. We also began building our own mastery-based reporting system. This system will help us take the data from Canvas, our current grading system, and create progress reports which will allow us to still meet our goal for the end of the year.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Finalize new grade reporting system with consultant 2. Train Students and Parents 3. Create instructional videos for parents unable to make it to PA 			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Being a new school, in September teachers completed a self-evaluation on Danielson’s 8 components used for teacher evaluation during the 2014-2015 school-year. The Principal met with each teacher to discuss their self-evaluation goal and create an action plan. Two teachers hired were evaluated as effective according to their Advance score at their previous schools during the 2013-2014 school-year. According to the self-evaluation there were two domains that teachers generally identified as areas to improve: Domain 2 Classroom Environment and Domain 3 Instruction, specifically 3d Using Assessment in Instruction.

Part 2 – Annual Goal

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

By the end of the year, teachers will demonstrate growth on self-identified goals aligned to Danielson.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Summer professional development	Teachers	Summer 2014	Luke Bauer Maddy Hackett
Weekly Professional Development including sessions focused on Advisory and Socio-Emotional Development, Mastery Based Assessment, Unit Planning, Close Reading and Text Based Writing	Teachers	Fall 2014	Luke Bauer Maddy Hackett Liz Dowdell
One-on-One (O3) meetings with teachers every week with Principal focused on teacher goals, observation feedback, unit planning and evaluation	Teachers	Fall 2014	Luke Bauer
Restorative Justice Discipline system developed that focuses on repairing harm and natural consequences and not only on punitive measures like detention and suspension	Teachers, Students	Fall 2014	Luke Bauer Jennifer Kaplan

Parent workshops on Canvas, our LMS	Students Parent	October 2014-June 2015	Ivy Anderson Luke Bauer
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Part 4 – Resources Needed

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

- Teachboost used for self-evaluation, mid-year evaluation, and year-end evaluation
- Professional Development at Teachers College and with The Urban Assembly

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.								
	Tax Levy		Title I Basic		Title IIA		Title III	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.	X		X					X

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, teachers and Principal will do mid-year assessment of goals and revise them accordingly.				
Part 6b. Complete in February 2015.				
Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a new school we held several student recruitment events during the spring of 2014. We had over 500 families meet with us at open houses and borough specific recruitment events. In June we had a “Back to School” night where we met with our incoming 9th graders. We had an 80% turnout for this event. Being a new school we hired a parent coordinator to help establish strong parent and school communication. We also wanted to have a grading program that allowed parents to have access to student progress. Starting a mastery based assessment system requires a lot of trust with families because it looks so different than what families are used to in a traditional grading system. We want students to monitor their learning and empower them to create action plans and projects that allow lead to higher levels of achievement on standards. We wanted to start immediately with information sessions for families to develop trust and a sense of comfort about the system. We knew that trust was going to be key in creating a system where students are responsible for developing mastery of specific courses standards.

Part 2 – Annual Goal

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

By the end of the school year, 80% of students will lead student led conferences for their families and teachers where they explain their progress towards mastery on their course standards and set goals for achieving mastery on those unattained.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Creation of Parent Association Invitations for families to attend school trips October and November Parent Association trainings on Canvas, our grading program	Parents	September 2014	Kelly Carrion Luke Bauer

Creation of shared extracurricular activities with other 3 schools inside Murry Bergtraum including: soccer, basketball, track and field, cross country, wrestling, baseball, softball,	Students	September-June	Ivy Anderson Luke Bauer
Creation of Student Government with Trip to School Within a School in Brookline Massachusetts. Elections for student government representatives	Students	October 2014	Ivy Anderson
Hired Parent Coordinator to work closely with Parent Association President to create parent workshops, fundraisers, and opportunities for parents to become involved at the school	Kelly Carrion, PA President, Families	Fall 2014	Luke Bauer
Parent Association Workshop on Graduation Requirements	Parents/Students	Fall 2014-Spring 2015	Luke Bauer
Advisory Lessons on Student-Led Parent Conferences	Students, Advisors	February-June 2015	Luke Bauer
Professional Development During Regents Week on Student-Led Parent Teacher Conferences	Teachers	January 2015-February 2015	Luke Bauer

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
-Hiring Parent Coordinator -Changing Parent Association meeting times to support additional parent involvement -Scheduling individual student parent teacher conferences

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.								
	Tax Levy		Title I Basic		Title IIA		Title III	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.	x							x

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.</p>				
<p>By February 2015, students will be able to explain their progress towards mastery on one standard in each course.</p>				
<p>Part 6b. Complete in February 2015.</p>				
<p>Did the school meet the mid-point benchmark(s) in the timeframe specified?</p>		Yes	x	No
<p>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</p>				
	<p>We did not meet this mid-point benchmark because we shifted our focus away from students being able to identify the standard they are working on. We made this decision because we wanted to focus on students understanding mastery.</p> <p>To meet this goal, in December we began having students track their mastery on Mastery Trackers which we built for each course. We also began building our own mastery-based reporting system. This system will help us take the data from Canvas, our current grading system, and create progress reports which will allow us to still meet our goal for the end of the year of having students lead student led conferences.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Set date for student led conferences in May 2. Training students on data mastery system 3. Create schedule and 			

	protocol for student led conferences
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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	DRP Scores more than one grade below	LightSail Adaptive Reading	One to One	During the Day and After School
Mathematics	NWEA Map Scores more than 1 grade below	Knewton and Delta Math	One to One	Lunch and After School
Science	Students not on track to mastery 65% of Standards	Interactive writings	Small Group and One-to-One	After School
Social Studies	Students not on track to mastery 65% of Standards	iLearn	Small Group and One-to-One	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP Mandated Counseling	Mandated Counseling and Student Initiated Counseling	Small Group and One-to-one	Lunch Time, During School Day, After School

Section 7: Title I Program Information

Directions:

All schools must indicate their Title I status in Part 1

All elements of the *All Title I Schools* section must be completed in Part 2

All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3

All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4

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

For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

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.

Being a new school this year we have already started our recruiting efforts for the 2015-2016 school year. We are hosting a monthly open house on the last Friday of every month for prospective teachers and support staff to visit the school, see a class, and visit with the Principal. All prospective teachers are given a curriculum planning performance task which we use to help screen candidates. Screening interviews are then conducted followed by demo lessons and group interviews with current teachers and staff members. Final interviews with the principal are then conducted. This five step process helps us recruit highly qualified staff.

Additionally, we work closely with our network HR Liaison to ensure that all candidates moving through our recruitment process are also actively making sure they are fully certified to teach in New York City and New York State.

2b. High Quality and Ongoing Professional Development

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

Throughout the year, students will regularly engage in a range of tasks and activities that support their ability to eventually participate in solving carefully selected and designed problems that demand from them the acquisition of critical knowledge, problem solving proficiency, self-directed learning strategies and team participation skills.

A host of strategies, skills, structures and practices can be introduced to teachers so they can work towards providing problem based experiences for students. Making a decision as to what practices to focus a staff-wide study and design process will ultimately be decided upon by the skill set and needs of the teachers being hired, as well as, a collaborative process involving teachers and leadership. In addition, student needs will also be strategically considered in order to determine which specific practices to focus our professional development effort for teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

We used Title 1 Targeted Assistance money to help fund our Social Worker. We have approximately 70% of students qualifying for free or reduced lunch and two students in temporary housing. Providing social and emotional support for these students and their families is a priority for the school. We utilize our social worker for individual and small group counseling sessions and academic Kid Talk meetings with our teaching staff. These sessions are used to make sure students are prepared socially and emotionally to be successful in their academic classes.

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).

Our social worker works with our teaching staff, special education coordinator, attendance teacher, parent coordinator, and Principal to make sure that students are supported and successful in all classes. Weekly Kid Talk meetings take place on Wednesdays during common planning time where individual students are reviewed following a child case study format. The protocol asks teachers to collect data on the selected student for one week. With all teachers and staff monitoring a student and collecting data, we can come together keep the conversation focused on academic supports needed for each student. The Kid Talk protocol leads the team to selected 1-2 interventions that everyone agrees to implement over a set amount of time. The group then selected when they will follow up as a student and what success would look like.

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.

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

Directions: All Schoolwide Program (SWP) schools in

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<p>NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>².</p> <p>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.</p>				
<p>Program Name</p>	<p>Fund Source (i.e. Federal, State or Local)</p>	<p>Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)</p>	<p>Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column</u></p>	

			B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current 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 is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Urban Assembly Maker Academy**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The Urban Assembly Maker Adademy will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and

feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-

Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

participating children in a format and to the extent practicable in a language that parents can understand;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and/or quality family time;

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

III. Student Responsibilities:

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