

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**02M282**

**School Name:**

**URBAN ASSEMBLY MAKER ACADEMY**

**Principal:**

**LUKE BAUER**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Urban Assembly Maker Academy School Number (DBN): 02M282  
Grades Served: 9-10  
School Address: 411 Pearl Street  
Phone Number: 212-225-0890 Fax: 212-225-0991  
School Contact Person: Luke Bauer Email Address: Luke.bauer@uamaker.nyc  
Principal: Luke Bauer  
UFT Chapter Leader: Josh Lapidus  
Parents' Association President: Brenda Adams  
SLT Chairperson: Josh Lapidus  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Brenda Adams  
Student Representative(s): Justin Santos  
Bianca Lucero

**District Information**

District: 2 Superintendent: Fred Walsh  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue New York, NY 10001  
Superintendent's Email Address: fwalsh@schools.nyc.gov  
Phone Number: 212-356-3754 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Affinity Group Field Director: Mariano Guzman  
Director's Office Address: 131 Livingston Avenue, Brooklyn, NY 11201  
Director's Email Address: Mguzman16@schools.nyc.gov  
Phone Number: 212-374-0876 Fax: \_\_\_\_\_

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

All SLT members are expected to sign this page to confirm their participation in the development of this 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 Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Luke Bauer	*Principal or Designee	
Josh Lapidus	*UFT Chapter Leader or Designee	
Brenda Adams	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Justin Santos	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Bianca Lucero	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Anthony Simpson	Member/ Parent	
Lillian Padilla	Member/Parent	
Jenna Solis	Member/ Parent	
	Member/ Parent	
Jared Russo	Member/ Teacher	
Alex Sosa	Member/Teacher	

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

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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 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 principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for 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. Title I schools must also update the Parent Involvement Policy (PIP) 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**

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

## 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)
● <a href="#">Springpoint, Carnegie Corporation of New York</a>	“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.”	Relationship: Carnegie Corporation of New York created Springpoint to provide consultancy and guidance to all recipients of Carnegie funds to implement the <a href="#">10 Carnegie Design Principles</a> 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.  Prior to UA Maker’s opening, Springpoint supported the four-phase design process: Prepare, Research & Frame, Design & Build, Launch. Our Carnegie Design

		<p>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><u>Parsons New School for Design</u></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 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"> <li>● CTE Advisory Board membership</li> <li>● Workshops for students AT Parsons</li> </ul>

		<ul style="list-style-type: none"> <li>● “Day in the Life” of an industry student/ college visits</li> <li>● Student visits/use of Parsons Maker space</li> <li>● Capstone project advisor/judge</li> <li>● Preferential admission to college</li> </ul>
<p><u>Control Group</u></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"> <li>● CTE Advisory Board membership</li> <li>● Student visits to Control Group</li> <li>● “Day in the Life” career visits</li> <li>● Guest speakers or mini-lesson teachers in classrooms</li> <li>● Internship worksite</li> <li>● Workforce development</li> <li>● Capstone project advisor/judge</li> </ul>

## 02M282 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09	Total Enrollment	104	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	2
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		60.2%	% Attendance Rate		N/A
% Free Lunch		N/A	% Reduced Lunch		N/A
% Limited English Proficient		N/A	% Students with Disabilities		N/A
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		N/A
% Hispanic or Latino		N/A	% Asian or Native Hawaiian/Pacific Islander		N/A
% White		N/A	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		0.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)		N/A
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

## 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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 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 trends and 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. In the fall of 2014 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 were 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. During the spring of 2015 we administered the DRP again and found that we had rose an average of 3.8 levels which is almost a 2year growth. At the end of the 2014-2015 school year we have 50% of students reading below grade level.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

By June 2016, student reading levels will grow by an average of 2 levels, as measured by the DRP.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>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</p>	<p>Students and Teachers</p>	<p>September 2015</p>	<p>All Teachers</p>
<p>Administer the NYC ELA Performance Task and collaboratively score together</p>	<p>All Teachers</p>	<p>October 2015</p>	<p>Instructional Team</p>
<p>Professional Development on Odell Education Core Proficiency Units targeting key reading and writing skills found deficient on DRP and ELA MOSL exam”</p>	<p>All Teachers</p>	<p>November 2015</p>	<p>Instructional Team</p>
<p>Administer DRP Exam in December</p>	<p>Students</p>	<p>December 2015</p>	<p>Instructional Team</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>-Lightsail requires iPADS and a eBooks</p> <p>-LightSail requires Professional Development</p> <p>-Common Planning and MOSL time required for collaborative grading and action planning</p> <p>-Professional development on using DRP scores to drive student literacy achievement</p> <p>-Odell Education resources are free for download at <a href="http://www.odelleducation.org">www.odelleducation.org</a></p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>	<p>X</p>	<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>		<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>X</p>	<p>Other</p>

**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 February of 2016 we will have increased and average of 1 level on the DRP from where we were in fall of 2015.

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

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Building a strong school culture is paramount for a school early in its development. 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 early each school year is a focus while we complete home visits in July and August. Building an advisory program and culture that recognizes student voice is 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 90% of students will show that they feel safe, supported and challenged as evidenced by the Learning Environment Survey.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
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 students run a Student Led Meeting where they facilitate a discussion about topics they want to discuss	Students, Teachers	All Year	Advisory Creation Committee
Social Worker facilitates a biweekly Kid Talk protocol meant to find agreed upon interventions for students struggling academically	All Students	All Year	Social Worker, Teachers, Parents
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.	Full Community	Summer 2015	Principal, Director of School Culture
We hired a Director of School Culture to work with teachers to implement systems in their classroom meant to support student learning and minimize off task behavior.	Full Community	Summer 2015	Principal

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Summer Professional Development run by PowerTools LLC on Advisory										
Summer Professional Development run by Department of Education on Restorative Practices										
Hiring Director of School Culture										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	Title I SWP	X	Title I TA	Title II, Part A	Title III, Part A	Title III, Immigrant			
	C4E	21 <sup>st</sup> Century Grant		SIG/SIF	PTA Funded	In Kind	X	Other		

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 December 2016, students will respond to internal survey that they feel safe, supported and challenged at UA Maker.

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

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

During the 2014-2015 school year we met one of our CEP goals about building a mastery based grading online platform. This system allows teachers, parents, and students to see how a student is scoring on each courses standards and also converts their score into a traditional 90, 80, 70, 60. For 2015-2016 we want to learn more about how to best use this data on our students to drive instructional decisions that best support all students. This will require both professional learning for our staff, parents, and students. During our quality review in 2014-2015, one of our areas for growth was around our entire staff using data to make decisions that support all students and lead to higher passing rates in our courses. Our School Leadership Team and PA have also requested additional trainings on how best to support their children in school

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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 August 2016, using our mastery based grading system, teachers will have an 80% pass rate in each of their courses.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>We will use common planning time for kid talk 1x a week and teacher talk 1x a week. These will be facilitated by grade team leaders. Kid Talks will include parents and students as necessary</p>	<p>Struggling students as determined by mastery tracker</p>	<p>September 2015-June 2016</p>	<p>Grade team leaders</p>
<p>We will consolidate our parent engagement time on Tuesdays to hold additional parent teacher conferences each month.</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>All Teachers and Advisors</p>
<p>Weekly 1:1 meetings with Principal/Instructional Coach to set goals</p>	<p>Teachers</p>	<p>August 2015-June 2016</p>	<p>Instructional Leaders</p>
<p>Creating cross content standards for courses that support students developing a deep understanding of core literacy skills</p>			

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>We will use parent engagement time on Tuesdays to hold monthly conferences for students. We utilized our status as a PROSE school to modify our school day to allow more time for collaboration amongst teachers during the day and include both common planning during the day and also full school PD after school.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>By February 2016, teachers will review their pass rates from the fall semester and create action plans with the principal and instructional leadership of the school for specific groups of students.</u></p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>



## 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Our vision for our future seniors is that they are able to spend more time outside of the school during the day in internships and working on capstone projects. As a CTE school it is vitally important that students are passing their regents exams early in their high school experience so they are able to have these senior year experiences. Mathematics we provide an asynchronous and personalized experience for all students which allows students to accelerate through coursework and also recuperate skills they are missing. During our quality review, feedback from our superintendent, lead partners, and the Urban Assembly, it became clear that for our school to realize its vision for success the students need to score an 80 or higher on a math regents exam in their first two years of school.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

By the end of the year, 70% of students 10th graders will be on track for college and career readiness, as measured by scoring an 80 or higher on a Regents examination in Mathematics

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
Offering a recuperative math class in addition to a studnets core math class	Students entering high school with a 1-2 on the 8 <sup>th</sup> grade math exam	September 2015-June 2016	Math Team, Principal
Administering Math Interim Assessments	All Students in 9 <sup>th</sup> - 10 <sup>th</sup> grade	October, January, March , May	Math Team, Instructional leaders
Data Analysis and Action Planning Using Interim Assessments	All Students in 9 <sup>th</sup> - 10 <sup>th</sup> grade	October, January, March, May	Instructional Leaders, Math Team
Math Camps will be set up during the school year for students to continue working on Math during the day	All Students	September 2015-June 2016	Math Instructors

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>We will purchase item analysis software and scanning machines. We will lead professional development with teachers on scoring, analyzing, and making decisions using interim assessment information.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, 70% of 10<sup>th</sup> graders should be scoring a converted 80 on a mock regents</p>

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

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

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

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Being a new school that is implementing a mastery-based grading system and asynchronous learning in its courses, many families have questions about what this means for their child’s education. It is important to show families the benefits of using mastery grading and personalizing a student’s education. By creating a series of professional development opportunities for families, we will be able to build trust around our core beliefs about what makes a great 21<sup>st</sup> century education.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the year, parental engagement will have increased, as measured by monthly communication with 70% of families.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Monthly workshops for families prior to parent association meetings</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Grade Team Leaders, Instructional Team</p>

Monthly parent teacher conferences for families	Parents and Students	September 2015-June 2016	Principal, Grade Team Leaders
Phone calls to families reminding them of conferences	Parents	September 2015-June 2016	Advisors
Common Planning time to evaluate which parents have not been communicated with and planning to invite them to school	Parents and Student	September 2015-June 2016	Grade Team

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will use parent engagement time on Tuesdays to hold monthly conferences for students. We utilized our status as a PROSE school to modify our school day to allow more time for collaboration amongst teachers during the day and include both common planning during the day and also full school PD after school.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 February 2016, we will be in communication with 50% of parents each month.										
<b>Part 5b.</b> In February 2016, 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	DRP scores more than 2 grade level below	Lightsail	One-to-One and Small Group	Lunch and After School, during day
<b>Mathematics</b>	8 <sup>th</sup> grade math exam level 1-2	Khan Academy, small group recuperative math class, tutoring	One-to-One and Small Group	Lunch and After School, during day
<b>Science</b>	Students not on track to mastery 65% of Standards	Tutoring	Small Group and One-on-One	Lunch and After School
<b>Social Studies</b>	Students not on track to mastery 65% of Standards	Tutoring	Small Group and One-on-One	Lunch and After School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	IEP Mandated Counseling, Kid Talk	Mandated Counseling, Child Study	Small Group and One-to-One	During the day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

#### 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).
<p>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.</p> <p>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.</p>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
<p>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</p>

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.).

**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 NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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

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

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

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

- 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.

<sup>2</sup>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. 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.
- **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 Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

**Parent Involvement Policy (PIP) 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 Academy]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) 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 on assessments.

### **I. School Responsibilities:**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the [English Language Learner Policy & Reference Guide](#).

**A. School Information**

District <b>02</b>	Borough <b>M</b>	School Number <b>282</b>
School Name <b>The Urban Assembly Maker Academy</b>		

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

Principal <b>Luke Bauer</b>	Assistant Principal <b>N/A</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Katie Moylan</b>	School Counselor <b>Jennifer Kaplan</b>
Teacher/Subject Area <b>Alex Sosa/ELA</b>	Parent <b>Lillian Padilla</b>
Teacher/Subject Area <b>Gouri Dongaonkar/Math</b>	Parent Coordinator <b>Birdie Chesson</b>
Related-Service Provider <b>Jared Russo</b>	Borough Field Support Center Staff Member <b>Jocelyn Santana</b>
Superintendent <b>Fred Walsh</b>	Other (Name and Title) <b>type here</b>

**C. Teacher Qualifications**

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

**D. Student Demographics**

Total number of students in school (excluding pre-K)	201	Total number of ELLs	7	ELLs as share of total student population (%)	3.5%
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This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9x <input checked="" type="checkbox"/>	10x <input checked="" type="checkbox"/>	11 <input type="checkbox"/>

**A. ELL Programs**

This school offers (check all that apply):

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

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

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										00

<b>DL</b>																				00
<b>ENL</b>	3	0	0	4	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	00
<b>Total</b>	<b>03</b>	<b>00</b>	<b>00</b>	<b>04</b>	<b>00</b>	<b>02</b>	<b>00</b>	<b>07</b>												
Number of ELLs who have an alternate placement paraprofessional:																				

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
														00
														00
														00
<b>TOTAL</b>	<b>00</b>													

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
																			00	00
																			00	00
																			00	00
<b>TOTAL</b>	<b>00</b>																			

\* EP=English proficient student

Dual Language (ELLs/EPs) 9-12																				
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**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
									00	00
									00	00
									00	00
<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	00

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):	Number of students who speak three or more languages:
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**Freestanding English as a New Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6				06
Chinese														01
Russian														00
Bengali										1				01
Urdu														00
Arabic														00
Haitian														00
French														00
Korean														00
Punjabi														00
Polish														00
Albanian														00
Other														00
<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	08	00	00	00	00

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										1				01
Emerging (Low Intermediate)										1				01
Transitioning (High Intermediate)														00
Expanding (Advanced)										5				05
Commanding (Proficient)											1			01
Total	00	00	00	00	00	00	00	00	00	08	01	00	00	09

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0			00

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										3	2			05

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					00
4					00
5					00
6					00
7					00
8					00
NYSAA					00

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									00
4									00
5									00

6									00
7									00
8									00
NYSAA									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									00
8									00
NYSAA Bilingual (SWD)									00

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra	1		1	
Geometry/CC Algebra	1		1	
Algebra 2/Trigonometry				
Math				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
Geography				
US History and Government	1		1	
LOTE				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  

At the beginning of the year, students take the NWEA MAP assessment, which provides information about a student's Lexile level and sets growth goals for the year; students are reassessed in the spring to measure progress toward these goals. The data from MAP are used to assign appropriate texts in the Lightsail reading comprehension support program; additionally, teachers modify their instructional presentation/selected texts based on their students' current reading abilities. Students are also periodically assessed using the Fountas and Pinnell running records to determine decoding and oral fluency skills. The DRP is used to assess student's lexile level and vocabulary acquisition, as well.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  

Data from the new NYSESLAT, though lacking a valid baseline and guidance for accurate YOY comparison at both the state and local level, seem to indicate a lower level of growth from our students' previous scores. However, given the recent alignment of the test to more rigorous CCSS, this is to be expected. Students continue to advance at a somewhat higher rate on the NYSESLAT than on the NYS ELA exam, but this disparity was much less significant following the implementation of Phase II NYSESLAT modifications. This year's NYSESLAT data showed that one student progressed to Commanding. Two other students did not take the NYSESLAT last year; Angel has never taken the NYSESLAT and is chronically absent. Our incoming 9th graders are largely scoring at the Expanding level, with the exception of one student who remains at Entering despite several years of service. We will monitor ELL data closely using formative assessments of both language and content proficiency and adjust our scaffolds and instructional strategies accordingly. ELLs with disabilities show growth behind that of their general education counterparts. ELLs in both general and special education settings continue to perform, overall, below grade level on literacy assessments; these students will receive an additional literacy support class this year.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  

The school uses AMAO data to flag students who are at-risk and assess whether or not the school is making appropriate progress YOY with respect to its students classified as ELLs. According to the current AMAO, UA Maker met its AMAO 2 projection last year and is projected to meet its AMAO 2 projections in the upcoming and 2016-2017 school years.

The student level data reveals that 1 ELL scored at or below the 25th percentile and scored at a level 1 or 2 on ELA. 2 ELLs are under-credited. 6 of 7 ELLs have a risk-level of 3 or greater; 4 have a risk of 5 or greater. 3 ELLs are in service year 5 or 6. 1 ELL has 2+ years of service and scored in the first quartile on the NYSESLAT; 1 student also scored at the first quartile for 2 or more years in a row.

This data indicates that we should focus supports on the particular students with the highest at-risk rating-- one particular student of concern has an at-risk level of 8 and the following notes: "This student is an ELL. This student scored at the Entering level on the latest NYSESLAT. This student is at-risk level 8 due to the following reasons: last year's attendance under 90% (72.0%), scored in first quartile on the NYSESLAT for 2 or more years in a row, achieved 1 or 2 on ELA for two years, achieved 1 or 2 on math for two years, at risk of becoming a long-term ELL, ELL years of service is 6 but student still scored in the first percentile on the NYSESLAT. Additional considerations: Student scored at the 21 percentile on the 2015 NYSESLAT and scored B at the 11 percentile on the 2014 NYSESLAT. This student scored a high EN level and was approximately 2 to 3 questions away from scoring at the next proficiency level. This student has received 6 years of service but has not tested out of ELL status. This student is in the 2015 cohort and expected to graduate from HS in 2019. This child has accumulated 0 credits. Student has not taken the following regents: ELA, math, science, global, US history." This student is of particular concern and will be monitored closely as the year progresses. Ms. Moylan, the ESL teacher, will collaborate with the special education team and this student's content teachers to develop an appropriate support plan. Two other ELLs scored at risk levels of 6 and 7 and will also be given multiple levels of support through coordinated interventions and one-to-one academic conferencing.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- a. Students are generally making progress YOY; there are only 3 rising 10th graders who will receive services this year, two of whom were chronically absent (and thus received inconsistent ENL instruction) in the school year prior. The third tested out and will receive former ELL services. The majority of incoming 9th graders are at the Expanding level, though we have one newcomer and one other Entering level student in his 6th year of services whose disability may be influencing his performance on the NYSESLAT. ELLs are given the option to take all assessments (with the exception of ELA) in their L1; this year's Regents order reflects a diverse language population. Thus far, students have opted to take exams in English rather than in their HL, so comparison is not possible at this time. Subject-specific bilingual glossaries are also made available in all content areas during testing.
- b., c. The Periodic Assessment has not been administered; the school is entering its second year.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]  
N/A-- School serves grades 9-12.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
All teachers differentiate and scaffold lessons, incorporate embedded checks for understanding, use visuals, cognates and wherever possible offer materials in student's home language(s). Additionally, bilingual dictionaries and glossaries are available in each classroom. Data gathered from parent/guardian interviews regarding students previous academic history in native language is taken into consideration when making instructional decisions. Student instructional expectations are guided by the standards included in the CCLS Bilingual Progression and the Targets of Measurement (TOMs) established by the NYCDOE/SED; outcomes are adjusted based on each student's language proficiency and developmental needs.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- N/A-- ENL only.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of the ENL program is determined year end with gains in the NYSESLAT and ELA exams. Additionally periodic determination is made based on DRP, MoSLs and growth of students' performance.

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

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

New students to the DOE system are flagged by the school secretary (Kelly Carrion) on their first day of attendance to ensure that their ELL status is determined in a timely manner. A trained pedagogue (ENL teacher/program coordinator, Katie Moylan) conducts a one-on-one informal interview with the student and parent, asking questions about the student's education background, preferred language(s), reading/writing ability and history, home language, and general questions about student interests and home life to gauge oral and aural language proficiency. Ms. Moylan, ENL teacher and ENL program coordinator, also administers the Home Language Survey with the aid of a translator if necessary. This takes place on the student's first day of attendance to ensure

compliance with the 10 day window. Kelly Carrion, school secretary, is responsible for entering the student's home language code after completion of the HLIS. Staff available to support translation include Gouri Dongaonkar (Math teacher; proficient in Hindi, Marathi), Kelly Carrion (office staff; proficient in Spanish), Jay Salas (Global Studies teacher; proficient in Spanish), Alexis Acosta (IT specialist; proficient in Spanish), and Alex Sosa (English teacher; proficient in Spanish). If a student's native language is not supported by staff, Ms. Moylan contacts the NYCDOE Translation and Interpretation Unit (TIU) for support; for oral interpretation that is not supported by the TIU, Ms. Moylan will contact the DOE's contracted vendor, TheBigWord. If the student's responses on the initial survey indicate that s/he is potentially a language learner, the ENL teacher/program coordinator, Ms. Moylan, reviews student work (when available) with the appropriate content area teacher and further interviews the student in her/his home language (with the aid of a translator as needed) and English. If the student's work/interview/HLIS suggests possible ELL status, the ENL teacher, Ms. Moylan, administers the NYSITELL either on the student's first day in attendance or on the day immediately following. The Spanish LAB is also administered by EOD of the second day in attendance if the student's home language is identified as Spanish. Answer sheets are printed from ATS and re-scanned into ATS immediately after completion of assessment, on the student's second day at the latest. A student who scores below Commanding on the NYSITELL is identified as an ELL. Parents receive the results of the NYSITELL within 5 days of ELL determination. Her/his parents are also informed, in writing in the parent's preferred home language, of their right to appeal ELL status. For students who are identified as ELLs, parents are invited to a parent orientation (to take place as soon as possible within the 10 day window), at which point they will select a programming option and complete the parent survey.

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

Newly enrolled students are first given our school's newcomer ELL interview to assess whether or not they may be SIFE, immediately upon enrollment/first day of attendance. Their identification as an ELL proceeds in the same fashion as mentioned in Question 1. If it is suspected that their education has been interrupted or inconsistent, Katie Moylan (ENL teacher/program coordinator), with the assistance of a translator if needed, administers the NYC DOE SIFE questionnaire by the EOD of second day of attendance. Students whose education history (per the NYC DOE SIFE questionnaire) suggests SIFE status are provisionally coded as SIFE and are then given the LENS assessment (if their home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish) by the end of the student's first week of school. Ms. Moylan also assesses a potential SIFE student's phonemic awareness and concepts of print using TCRWP inventories by the end of the student's first week of school. If the student has brought work from their previous school, it is evaluated by the ENL team and the student's content teachers to ensure appropriate placement. If SIFE status is confirmed, the ENL teacher collaborates with content teachers to develop appropriate supplementary materials, assessments, and supports to allow for maximum integration into the mainstream classroom while supporting and monitoring the student's language and content knowledge development. This process is completed within 30 days of the student's initial enrollment in a NYC DOE school. Initial SIFE status is indicated in the BNDC screen in ATS no later than 30 days from initial enrollment. Schools have up to one year to make a final determination of SIFE status.

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

LPT Members:

Luke Bauer, Principal

Jennifer Kaplan, Social Worker

Katie Moylan, ENL Teacher

Jared Russo, Special Education Teacher

Alex Sosa, ELA Teacher

Student's Parent/Guardian

Newly-enrolled potential ELLs (identified with the aforementioned ELL identification process) with IEPs come before the LPT for review. The parent/guardian is notified of this review process and invited to be a part of the review. Parents/guardians are provided with translation and interpretation as needed, either via school staff, NYCDOE/TIU resources, or vendor services provided by TheBigWord. The entire process may take no more than 20 days. The team grounds their conversation in data gathered from the HLIS, student/parent interview, and prior schoolwork along with information from the student's IEP and language usage background in the school and community. Additionally, the LPT examines the student's prior psychoeducational testing to assess whether it was conducted in English or the student's home language. After reviewing this data, the LPT determines whether or not the student should take the NYSITELL. If the team believes that the student should be exempted from this exam, the recommendation is sent to the principal for approval. Should the principal not approve the decision, the student must be given the NYSITELL. If the decision is approved, however, it is then passed to the superintendent, who makes the final determination. The student's parent/guardian is

notified of the superintendent's decision, in their language of choice, within 3 business days. If the superintendent rejects the LPT's recommendation, the school then has 5 additional days to administer the NYSITELL and continue with the placement process. A copy of the LPT determination form must be placed in the student's cumulative folder.

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

The ENL team is responsible for distributing letters to students and collecting signed copies the following day. Returned letters are collected daily; students have 2 days to return a signed copy, at which point a second version is sent home. If this copy goes unreturned the following day, ENL teachers will call home to inquire about the letter and confirm receipt; if parents have not received the letter, the ENL team (in conjunction with classroom teachers) will meet with parents at dismissal or another mutually agreed upon time to acquire the necessary signatures and answer any questions that parents may have. The ENL team keeps a checklist of the dates that each letter is sent home and returned.

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

Parents are informed of the right to appeal ELL status within 45 days of enrollment in two ways. First, Katie Moylan, ENL teacher/ENL program coordinator, distributes a letter explaining this policy is sent home along with the initial entitlement/non-entitlement letter. This letter is distributed in the parent/guardian's indicated home language. The letter informs parents of their right to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who have a home language other than English and irrespective of ELL status (ELL or non-ELL). The parent will also be informed that the school must initiate a review of the ELL status determination upon receipt of a written request from them, and that the Re-identification Process must be completed within 10 school calendar days of receipt of written notice. If the CSE must be consulted, the process must be completed within 20 school calendar days. After that initial notification, the parents are reminded of their options for appeal at their program choice orientation. Our parent coordinator, Birdie Chesson, also follows up with phone calls for parents to whom this applies, with the assistance of an interpreter as needed. Copies of this letter and subsequent correspondences are filed in the school's ENL compliance binder.

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

As soon as the school becomes aware that the child is eligible for ENL services, entitlement letters are sent home in the parent/guardian's preferred language-- all efforts are made to do this on the same day as NYSITELL scores are logged in ATS. At the end of the letter, parents are asked to sign, indicate a preferred orientation date/time from the provided options, and return it to school. Once a parent form has been received, a reminder of the orientation, along with the ELL parent brochure (in the parent/guardian's preferred language) for the parent to read prior to the meeting, is sent home with the child. The day before the meeting, parents receive reminder phone calls in their home language, through the assistance of the TIU interpretation hotline as needed. We collaborate with our parent coordinator, Birdie Chesson, to keep in touch with all of our incoming ELL families. At the orientation, translation is provided for all needed languages to the extent possible, either by a trained pedagogue or via the translation hotline. The ENL teacher and program coordinator, Katie Moylan (license: TESOL K-12), describes each of the program models and translation in the parents preferred language is provided by school staff or the TIU/DOE vendor, TheBigWord. Parents also view the DOE video at orientation and have the opportunity to ask questions about the program options that are available to them. They receive contact information for the parent coordinator and ENL team, along with information in their preferred language about how to access ELL parent resources online (in their preferred language). Parents are encouraged to complete the survey and program selection at the parent orientation, whenever possible, to ensure that their children are placed in a timely manner. Parents are informed that they must return the completed and signed form within 5 school calendar days and told that if the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. Parent choice is entered in the ELPC screen in ATS as forms are completed. The parent's first choice is entered as noted on the selection form. The Parent Survey & Program Selection Form is retained in the student's permanent record and ENL compliance binder and is accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form is available to the parent upon request. If a parent's program choice is not currently available in the school, Ms. Moylan informs the parent (in their preferred language) that the selection is not available at the school and provides the parent with the option of transferring their student or serving the student's language needs in the existing ENL program. Non-returned surveys generally default to bilingual; however, our school does not offer a bilingual program currently, so students default to ENL. Were there to be 20 or more ELLs in the same grade (including those who would have

defaulted to bilingual, had it been an option) who speak the same language, the school would operate a bilingual program pursuant to the ASPIRA Consent Decree Part 154 amendments. Parents who chose a bilingual program but who were unable to enroll their student in one due to its non-existence will be informed in writing (in their preferred language) by Ms Moylan and with a parent meeting (with translation and interpretation provided) of their new option and provided with the opportunity to exercise their choice. Each instance of parent contact is documented by the ENL coordinator, Katie Moylan, and our parent coordinator, Birdie Chesson, and there is a sign-in sheet and agenda at each parent orientation to track attendance. Two large parent orientations are held at the beginning of the year to catch incoming students, and meetings are scheduled throughout the year as new students arrive.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents are encouraged to complete the forms at the parent orientation whenever possible. If a parent needs to take more time to complete the form, Katie Moylan (ENL teacher/program coordinator) follows up with a phone call each day to ensure that parents are aware of the deadline and give them the opportunity to ask any questions that may have arisen as they completed the form. The TIU hotline is utilized to provide interpretation for these calls as needed. Parent program choice is recorded by Ms. Moylan in ATS on the ELPC screen and is documented in the "Parent Choice" section of the ENL compliance binder on a spreadsheet designed for that purpose. Parent Survey and Program Selection forms are stored in both the ENL binder and in each particular student's cumulative folder in the main office. When a letter is unreturned, a student's programming would generally default to bilingual; however, we do not offer bilingual programming at our school, so a student would default to ENL but would count toward the 20-student threshold required for the establishment of bilingual courses. Ms. Moylan, in conjunction with our parent coordinator, Birdie Chesson, makes all efforts to continue to follow up with and include the parent (with materials in their preferred language) in planning their child's education.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. When a letter is unreturned, a student's programming would generally default to bilingual; however, we do not offer bilingual programming at our school, so a student would default to ENL but would count toward the 20-student threshold required for the establishment of bilingual courses. Ms. Moylan, in conjunction with our parent coordinator, Birdie Chesson, makes all efforts to continue to follow up with and include the parent (with materials in their preferred language) in planning their child's education. All copies of materials sent home (both in English and in the parent/guardian's preferred language) are filed by Ms. Moylan in the ENL compliance binder and dated to reflect their distribution.

9. Describe how your school ensures that placement parent notification letters are distributed. Katie Moylan (ENL teacher/ENL program coordinator) is responsible for creating placement letters (and ensuring appropriate translation) and distributing them; Ms. Moylan then collects signed copies the following day. Students have 2 days to return a signed copy, at which point a second version is sent home (again, in the parent/guardian's preferred language) If this copy goes unreturned, Ms. Moylan (in collaboration with our parent coordinator, Birdie Chesson) will call home to inquire about the letter and confirm receipt; if parents have not received the letter, Ms. Moylan will make all possible attempts to meet with parents at a mutually agreed upon time to acquire the necessary signatures and answer any questions that parents may have. Translation and interpretation in the parent/guardian's preferred language will be utilized at all points in this process as appropriate. All copies of materials sent home (both in English and in the parent/guardian's preferred language) are filed by Ms. Moylan in the ENL compliance binder and dated to reflect their distribution. Parents/guardians who have questions about their child's placement, particularly in the case of those who did not return Parent Choice forms, are encouraged to contact Ms. Moylan via phone or email to discuss programming and explore options for additional supports, transfer, or the opening of a bilingual program where appropriate. Ms. Moylan will use the TIU interpretation hotline to facilitate these conversations in the parent/guardian's preferred language as needed.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is retained in two locations. The original of each form (HLIS, non-entitlement, entitlement, continued entitlement, transitional support, program selection) is placed in the student's cumulative folder. A copy of each form is retained in an additional compliance binder that is maintained by the Katie Moylan (ENL teacher/ENL program coordinator). Ms. Moylan has created a checklist for each grade to document distribution of each document, receipt of signed copies, and filing date that is updated as needed. The student's cumulative folder is stored in the main office; access is granted only by Kelly Carrion, our school secretary. Luke

Bauer (Principal), Jennifer Kaplan (Social Worker), and Jared Russo (Special Education) have access to these records in order to support effective programmatic design and supplement IEP proceedings; parents/guardians and city/state officials may access these records on request. Ms. Moylan maintains the compliance binder in her office; it is available upon request to administration, parents, and city/state officials. Ms. Moylan is responsible for maintenance of ELL-specific records; Kelly Carrion supports this work with shared responsibility for cumulative folder maintenance and ATS updates.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Katie Moylan (ENL teacher/ENL program coordinator) gathers data from the RLER and RLAT in ATS to determine student eligibility for NYSESLAT administration. Ms. Moylan, in collaboration with content teachers and administration with respect to scheduling flexibility, will arrange scheduling and administration of NYSESLAT to all ELLs within the DOE's prescribed testing window. The speaking section of the NYSESLAT is administered by Ms. Moylan and recorded so that a disinterested party can score the students' performance; the writing section is also scored by a disinterested party. The writing, reading and listening sections are administered by Ms. Moylan by grade level in a group setting unless otherwise instructed by testing accommodation requirements in a student's IEP or 504 plan. Students who are absent on their initial testing day are rescheduled during the testing window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Upon receiving NYSESLAT results, Katie Moylan (ENL teacher/ENL program coordinator) develops a spreadsheet of ELL student names, NYSESLAT scores, and proficiency levels. This document also indicates if the ELL is eligible to receive continued services. Continued Entitlement letters, in the parent/guardian's preferred language, are distributed by Ms. Moylan prior to the start of school year or no later than the fourth day of school. Each letter has a tear off portion that is signed by the parent, returned to school, and placed in the compliance binder.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

All current ENL students have been previously enrolled in DOE schools and students have come to us with completed parent selection forms. Thus far, parents have not requested TBE or dual language programs; parents have been content with the existing ENL program. We monitor this data by assessing ELPC entries and discussing programmatic options with parents at annual parent meetings to ensure that parents still feel their child's needs are being met within our ELL program. Data-wise, parent choices are tracked with a checklist that is kept in the ENL compliance binder and maintained by Ms. Moylan.

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- a. Freestanding ENL program.

Students are serviced primarily through Integrated ENL, per the new Part 154 guidelines. A licensed ENL teacher (Katie Moylan) pushes in to the classroom and co-teachers using parallel instruction, small group work, or individual conferencing and differentiation that supports the day's content objectives with language development and facilitates student access to grade level curriculum and CCLS. Pull-out groups are also incorporated on a case-by-case basis, depending on student proficiency levels and specific needs. Classes rotate on a block schedule, and ELLs are heterogeneously distributed among both grade levels' classrooms. Integrated ENL is provided during the ELA block for each class on a respective grade. Students are pulled into small groups homogeneously or heterogeneously within their class depending on the day's activity and language objectives. Stand-Alone ENL is implemented with the pull-out model in small groups and also in literacy support courses.

Additional Stand-Alone ENL is implemented as needed for support around particular language/content objectives; these groups are usually heterogeneous with respect to proficiency level and the overall composition is dictated by the skill that is being taught or supplemented. Students at the Entering, Emerging, and Transitioning levels receive stand-alone ENL in addition to the integrated ENL that is mandated for Expanding and Commanding students.

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

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)?

All ELLs are placed in block classes (school is 9th and 10th grade only). The ENL teacher pushes in to ELA for 400 minutes per week, U.S. History for 40 minutes per week, stand-alone ENL support for 200 minutes, and a stand-alone ENL/literacy support course for 200 minutes per week. Students at the Entering level receive 540 minutes of service (at least 180 integrated, at least 180 stand-alone) per week, Emerging students receive 360 minutes of service (at least 90 minutes of stand-alone, at least 180 minutes integrated) per week, and Transitioning and Expanding students receive 180 minutes of service per week (at least 90 minutes of stand-alone for Transitioning students and all 180 minutes integrated for Expanding students). Commanding students (those who have tested out as proficient) receive a half unit (90 minutes) of ENL support in an integrated content class. Integrated ENL takes place in the ELA classroom and is supplemented by additional pull-out strategy groups during other periods as needed.

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.

Currently, UA Maker only offers an ENL program-- Dual Language and Transitional Bilingual Education programs are not available at this time.

Within our ENL program, the majority of content area and ENL instruction is delivered in English. Content is made comprehensible using ENL scaffolding methodology and differentiation strategies such as dual language materials, visuals, use of cognates, dictionaries, glossaries and periodic checks for understanding. Students are also allowed to respond in developmentally appropriate ways that take advantage of their linguistic strengths; for example, students may dictate a paper using Dragon speech to text software, rather than write a first draft, then use revision processes to strengthen their draft and practice developing academic writing abilities and strategies. These strategies are intended to allow ELLs to access the grade-level content standards prescribed by the CCLS; students are held to the same content expectations with varying degrees of language acquisition support. The ENL teacher, Katie Moylan, supplements English language instruction during integrated co-teaching and standalone ENL with Spanish oral and written translation as needed. Students are allowed to respond in their L1/HL as appropriate. Ms. Moylan collaborates with each of the content area teachers (Physics, Living Environment, Algebra I, Global Studies, US History, ELA, Geometry, Earth Science) to develop materials that are developmentally appropriate for each proficiency level, per the Bilingual/ENL CCLS and the proficiency guidelines developed by WIDA and TESOL. Ms. Moylan also works with teachers to use strategies from the SIOP and CALLA (for science courses, specifically) instructional approaches to make content comprehensible for all ELLs. Instructional outcomes in the ELA classrooms are aligned to the proficiency-specific expectations outlined by the NYS Bilingual/ENL CCLS progression. In History and Science classrooms that borrow standards from the ELA CCLS, the Bilingual/ENL CCLS progression also dictates the criteria for success for ELLs. Ms. Moylan also supports student work in the content areas during one-to-one intervention and conferencing during our Open School period-- this gives her the opportunity to check in with students, assess their progress and needs in the content classes, and develop appropriate scaffolds to encourage success on the assignments they are completing.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Content instruction is delivered in English, with home language support; students are encouraged to use their home language when needed and they are evaluated using the ACTFL Global Language Standards in conjunction with the NYS Bilingual CC Progression. This evaluation is facilitated through the use of in-house translators, translation services, and translation programs.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Formal and informal assessments opportunities are provided throughout the year in each of the four modalities of English acquisition in the ENL pull-out, ELA push-in and content area push-in classes for each ELL. Speaking and listening abilities are evaluated with in-class responses to oral questions, participation in discussions, and research-based presentations. Additionally, listening proficiency is tested using comprehension checks following material that is presented out loud; for example, students are assessed after listening to podcasts or presentations. Reading skills are evaluated in several ways. First, the school administers the NWEA MAP and DRP tests at the beginning and end of the year to establish baseline Lexile and literacy performance levels and

measure growth; these tests are given to the entire school population, including ELLs of all proficiency levels. Additionally, ELLs are formatively assessed by the ENL teacher, Katie Moylan, via in-class read-aloud exercises and comprehension checks. Writing assessment is largely done in class and evaluated by Ms. Moylan in collaboration with the students' ELA teacher, either Alex Sosa (9th) or Margarita Lopez (10th). Students are asked to write in a variety of styles for a variety of purposes and this writing is explored for both linguistic and content mastery; upon review of a student's writing, the ENL and ELA teachers use the traits and needs that they noticed to guide their instructional next steps. Teachers have five days per week of common planning time, and Ms. Moylan shares the results of formative assessments across all four modalities with the grade level teaching teams at this time. Teachers then collaborate to develop adaptive support strategies to continue to allow students to access grade level curriculum in ways that are developmentally-appropriate. At the end of the year, ELLs are given the ELA performance task (the school's chosen MOSL) and the NYSESLAT; these serve as formal assessments to provide a baseline from which to begin for the following school year and measure the student's YOY growth overall in all four modalities.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

The instruction is designed to be adaptive for the individual gains of each ELL. Scaffolds are provided as needed to develop competencies to insure success at grade level standards.

6a. The differentiated instructional plan for SIFE students is to teach prosocial skills, evaluate competences in educational background and provide scaffolds to support connection to previous knowledge; In addition, modify assignments to give students access to content at their current literacy level with some expectation to produce, replicate and apply information orally and in writing with a equal focus on BICS and CALP.

6b. The differentiated instructional plan for Newcomers (under 3 years) is to continue to focus on prosocial skills, provide scaffolds to background knowledge and modify instruction to include more comprehensible input with the expectation to fully produce, replicate and apply information orally and in writing. The shift in instructional focus changes from BICS to CALP.

6c, 6d. The differentiated instructional plan for ELLs receiving 4-6 years of service and long term ELLs is to provide instruction focused on CALP with the assumption BICS is present. The scaffolding methods are to individualize instruction to support growth in areas of difficulty, provide multiple levels of instruction and opportunities for achievement.

6e. The differentiated instructional plan for Former ELLs is continued and frequent monitoring by all content area teachers and supplemental support services (with ESL teacher) to ensure continued academic growth. Former ELLs receive one half unit of service (90 minutes) for two years after testing at "Commanding" on the NYSESLAT. The following testing accommodations for ELLs are also honored for Former ELLs for 2 years after achieving proficiency on NYSESLAT:

- Time Extension (all exams): Principals, in conversation with a student's classroom teacher, can use reasonable judgment in giving extended time on NYS ELA, content-area exams, and on Regents. There are no time limits imposed on ELLs with this accommodation. Schools may extend the test time for ELL students on NYS ELA and content-area assessments and on Regents examinations.
- Separate location (all exams): ELLs may take NYS assessments individually or in small groups in a separate location.
- Third reading of listening selection (English Language Arts exams only): ELLs may request a third reading of the listening passage on the Regents Comprehensive English Exam (grade 3-8 accommodation does not apply to HS students).
- Bilingual dictionaries and/or glossaries (all tests except LOTE): ELLs may use bilingual glossaries/dictionaries that provide only direct one-to-one translations of words.
- Simultaneous use of English and alternative language editions (all translated SED exams except ELA): ELLs may use both English and an alternative language edition of the test simultaneously but should record any written responses in only one language.
- Oral translations for low incidence languages (all exams except ELA): ELL students may be provided with an oral (not written) translation of a state examination when there is no translated edition provided by SED.
- Writing responses in the home language (all exams except ELA): On alternate language/orally translated exams, ELLs may respond in writing in their home language.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Katie Moylan, the ENL teacher and ENL program coordinator, manages the initial identification and re-identification processes. Ms. Moylan partners with the content classroom teachers. In the content classroom, teachers are asked to track the student's language development and in-class performance using work samples, anecdotal observations, and typical grade level assessments; these are assessed with respect to the expectations of a student in the category in which the reidentified student has been placed. Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal, Luke Bauer, will consult with Ms. Moylan and the student (with his/her parent/guardian). Throughout this process, the instructional team will have been periodically assessing student work for evidence of language development strengths and challenges and administering informal language assessments to determine the student's proficiency and whether or not appropriate progress has been made. If Mr. Bauer, based on the recommendation of Ms. Moylan (in collaboration with the student's content area teachers) and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student and may reverse the determination within this same 6-to-12 month period. If Mr. Bauer feels it is appropriate to reverse the ELL status, he will consult with the superintendent for next steps. The principal and superintendent's final decision will be given to the parent/guardian, in writing in the parent/guardian's preferred language, within 10 school days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Grade level materials that are commonly used for ELL-SWDs to provide academic content and accelerated English development are multi-leveled readers to give access to content and increase vocabulary development. ELL-SWDs are provided with the same grade-level texts that their peers use in class, with supplementary scaffolding like text adaptation, graphic organizers for note-taking, and audio recordings of texts. Additionally, interactive educational applications are used to teach grammar, fluency and increase vocabulary. Examples of the technology used are LightSail for ELA to provide reading support by Lexile levels, Fluency Tutor for accelerated English and fluency development; additionally many teachers use the Smart board for visualization of content. Students receive materials in their native language (or the option to translate materials using an iPad) upon request, and all students have access to native language dictionary resources. Students whose IEPs mandate bilingual related services (speech, counseling, etc) receive those in their native language whenever possible. In order to ensure that ELL-SWDs receive all IEP-mandated services, in addition to ENL support, the ENL teacher, Katie Moylan, collaborates with the two special education teachers (Jared Russo and Morgan Riley) around instructional planning. Ms. Moylan co-teaches in the ICT ELA classroom with Ms. Riley, which satisfies both the IEP and ENL mandates for two of our ELL-SWDs. ELLs with disabilities are not exempted from the NYSESLAT, and use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT. ELL status does not determine special education eligibility. Response to Intervention (RTI) approaches are applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ENL teachers are part of the IEP team for their students and collaborate with service providers to coordinate related instruction and goals. They are involved at each step, from initial identification to summative year-end progress checks to subsequent re-evaluations. Additionally, the ENL teacher regularly checks in with the Special Education team to share information about students, learn more about individual student needs, and seek advice about integrating special education supports with ENL instruction. ENL teachers are aware of and responsible for student IEP goal progress and, whenever possible, work alongside ICT special educators to develop lesson plans that support this development.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 Dually Certified Teacher</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

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

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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 Dually Certified Teacher</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

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

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\*Note: "other approved services" does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

#### A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The integrated ENL model of instruction is provided primarily in content areas including ELA and Social Studies; Integrated co-teaching takes place in Math and Science on an as-needed basis. All content areas are taught in English supported by ENL methodologies and scaffolds. Dual language dictionaries, glossaries, texts, workbooks and testing materials are available to students (where applicable). Course materials are made available in the students' L1 /HL when possible. Newcomers and SIFE students are provided with highly-scaffolded materials and more opportunities to develop the language skills they need to participate in class including, but not limited to, one to one tutoring and in-class individual support. Long term ELLs are given additional support to leverage their BICS proficiency into increased comfort and skill with the use of academic language. Students also have access to peer tutors who share their L1 We offer after school tutoring to all ELLs on top of the self-contained/integrated ESL classes. Students also have access to peer tutors in their native languages (e.g. Haitian Creole, French, Spanish, Arabic, etc.) throughout the day to aid in their acquisition of the necessary skills and language to be able to thrive in various content areas. One to two times a month, grade-level inquiry teams of teachers meet to discuss student grades, classwork, participation, attendance records, graduation/college readiness and Regents readiness. Outreach is done for the students identified as "in danger" of one of the aforementioned categories. Each teacher by grade level, including the ESL teacher, becomes responsible for a handful of students with whom they communicate on a regular basis regarding a plan of action and development.

Response to Intervention (RTI) approaches are applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period. Weekly, grade-level inquiry teams of teachers meet to discuss student grades, classwork, participation, attendance records, graduation/college readiness and Regents readiness. Outreach is done for the students identified as "in danger" of one of the aforementioned categories. If students are not successful in a Tier 1 (differentiated instruction with periodic assessment to determine needs) instructional setting, the ENL teacher, Ms. Moylan, in collaboration with Mr. Russo and Ms. Riley, works to incorporate Tier 2 interventions in ENL instruction. These interventions involve clear, conceptually-oriented instruction that emphasizes the importance of drill, practice, and cumulative review along with additional scaffolding that gives student the time and support needed to reach grade-level standards.

Should Tier 2 interventions fail to support the student adequately, the ENL teacher and special educators will collaborate to design Tier 3 intensive one-to-one supports including, but not limited to, pull-out instruction (both ENL and SETSS), adapted texts, and additional opportunities for practice of critical skills that can be leveraged for success in the classroom.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current program continues to effectively move students up in both NYSESLAT and Regents (Algebra, Geometry, Earth Science, US History, English) Exam scores. Additionally, our school averaged an overall reading growth of two levels overall; one of our instructional focuses for the year is around literacy in order to continue this work. Because the content area teachers and ENL teacher (Katie Moylan) are in regular communication regarding ELLs and their needs, all teachers are aware that they are teachers of ELLs. School-wide PD, provided by Ms. Moylan, that focuses on strategies for teaching ELLs also reinforces this idea. Although Ms. Moylan often assists ELLs in completing work for their content area classes during lunch and after-school tutoring, this is only a supplement to differentiation and scaffolding that has taken place in the the content area teachers' classrooms; these in-classroom supports and accompanying supplementary sessions contribute to students' continued success in their content classrooms. Students are given baseline and summative tests (NWEA MAP, DRP) at the beginning and end of the year, and the LAP team reviews the data to identify areas of growth and need in the ENL population. Students also take the NYSESLAT annually and continue to demonstrate growth; their performance on this test is used to guide ENL program/curriculum development for the following year. Student performance data is discussed during weekly Kid Talk meetings during grade level common planning, and Ms. Moylan checks in with teachers around assessment data on a more regular basis as needed.

12. What new programs or improvements will be considered for the upcoming school year?

Increased computer based instruction is being implemented to allow continued access to applications and instructional materials for students including content based curricular materials. We are a 1-to-1 Chromebook school, and students use the Canvas platform to access assignments in all content areas. Teachers use technology like Camtasia to record explanations of material covered in class that students can then return to as they complete their assignments. Students also have the ability to move through their coursework asynchronously; this allows the teachers in math, science, and social studies to more effectively group students based on need and provide increasingly challenging work to students who progress beyond others in the class. In Algebra I, Khan Academy (available in over 30 languages) is used to supplement instruction. In our social studies courses, Castle Learning (also available in multiple languages) is used to supplement in-class instruction. In ELA, students use WriteAbout to write daily in a semi-structured environment that allows for peer feedback and easy editing. Students also use LightSail, a reading program for iPad, to develop their reading comprehension skills and reading stamina.

13. What programs/services for ELLs will be discontinued and why?

No programs/services for ELLs are to be discontinued.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Programs during the school day are made available to ELLs through native language supports and with facilitation by our ENL teacher-- Ms. Moylan checks in with ELLs on a regular basis to learn more about their level of involvement in school activities and assist in navigating language or cultural barriers that may be keeping them from participating as they would like to. ELLs are encouraged to take advantage of all opportunities to afterschool activities including all extra-curricular and educational support services. Invitations are sent home in English and in preferred language. Representation of ELLs in each program varies depending on students' individual academic needs and individual extracurricular preferences. UA Maker Academy offers a variety of clubs (anime/gaming, GSA, spoken word, intramural basketball, fencing) and academic tutoring options (Algebra I, Physics, Global Studies, ELA, to name a few) after school. ELLs are invited to participate in these organizations via schoolwide emails/notices/postings, like all other students, and these notices are supplemented with copies in ELLs' native language in order to ensure that these students have a fair opportunity to be informed and participate if they are interested in doing so.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The instructional materials used to support ELLs are: dual language dictionaries, glossaries, texts and testing materials. Web based applications and websites for example, Fluency Tutor, Grammar-Works and ESL Galaxy. As content based curricular materials are offered they will be implemented as well. Newcomer students are provided with an iPad to facilitate easy personal translation and provide a greater number of differentiation and language practice opportunities. We are a 1-to-1 Chromebook school, and students use the Canvas platform to access assignments in all content areas. Teachers use technology like Camtasia to record explanations of material covered in class that students can then return to as they complete their assignments; they can also record lessons in other languages to allow students to access the same content, at the same time, but in their preferred language. In

Algebra I, Khan Academy is used and is available in multiple languages. In our social studies courses, Castle Learning is available in multiple languages and is used to supplement in-class instruction. In ELA, students use WriteAbout to write daily in a semi-structured environment that allows for peer feedback and easy editing; students are encouraged to use whichever language they prefer to respond to the prompts. Students also use LightSail, a reading program for iPad, to develop their reading comprehension skills and reading stamina. Ms. Moylan is developing a bilingual library to support our students' native language literacy. Students have access to multi-lingual textbooks in most classes, and on-the-spot translations are available to them via the Google Translate app. All teachers also use SmartBoards in their classroom, which allows them to use visual supports and modeling in every lesson to help students understand new language and concepts.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The freestanding ENL program is the only program offered at the school at this time; students' native languages are supported by offering dual language materials such as dictionaries, glossaries, and content area texts and testing materials.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. All content area curricula are aligned to the Common Core State Learning Standards by grade level. They are supported using ENL methodology and scaffolding techniques provided by and developed collaboratively between the ENL and content area teachers. All required services, support and resources used are appropriate for high school students, from Entering to Commanding levels of English language proficiency. Utilizing IEP goals and lists of accommodations, ENL teachers and instructional support service team coordinate modification of lessons, texts, graphic organizers, exam format, leveled readings, and use of manipulatives and multi-media resources to ensure that ENL-SWD students receive grade-level content in an appropriate delivery method for their cognitive and linguistic ability level.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Parent Orientation and Curriculum Night are two of the activities that assist newcomers and parents before and during the school year. Translation and interpretation are provided by school staff or facilitated through the TIU as needed.

Prior to the beginning of the school year, the ENL teacher (Ms. Moylan) in collaboration with the parent coordinator (Ms. Chesson) contact incoming ELLs and their parents/guardians in their preferred language (with interpretation support), if the contact information is available. This initial contact is attempted in order to welcome new students and their families to the school; to introduce themselves; to answer any questions they may have; to notify them of upcoming school events, such as new student orientation; and to inform them of services that are available to them, like translation and interpretation. Our school counselor, Jennifer Kaplan, helps ELL-SWDs transition into our environment through meetings with parents and students (with translation and interpretation as needed). Newly enrolled ELLs are also given a tour of the school and assigned a mentor student who shares their HL to help them acculturate in a US high school environment. Ms. Moylan makes weekly appointments to meet with newly-enrolled student to touch base about their experience so far and provide any requested/necessary additional supports or follow-up that would contribute to the student's success and comfort in their new school environment.

19. What language electives are offered to ELLs?

No language electives are offered at this time; school only has 9th and 10th grade students. Spanish will be made available junior year.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A-- Freestanding ENL only.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The professional development plan for all teachers who support the ELL population as they engage in the CCLS and satisfy the mandated training hours are met by providing monthly in house workshops, weekly teacher team meetings and daily common planning meetings that target how content area teachers can support ELLs through scaffolding techniques, differentiating texts and supporting language acquisition.

As per the UFT contract, Monday afternoons are also used for professional development activities. Present at these sessions are the pedagogues, special education teachers, speech therapists, occupational/physical therapists, and secretaries. ENL PD is delivered on October 12th, December 7, January 11 (prior to winter Regents to cover test accommodations), March 7, April 4th (providing information about NYSESLAT testing), and June 6th (prior to spring Regents to discuss test accommodations). The professional development programs are based on the belief that all teachers are teachers of language arts and that English as a Second Language is a natural extension of English language arts. All teachers who teach ELLs have the opportunity to attend several professional development workshops in ENL methodology throughout the course of the year. These workshop topics include Collaborative Co-Teaching, Strategies for the Success of Secondary ELLs, and Targeting and Identifying SIFE. The information acquired at these workshops is then shared with all other teachers at collaborative meetings where the new information and strategies are turn-keyed, discussed, and then implemented in a structured way across content areas and reassessed after an agreed-upon timeline. Additionally, Ms. Moylan meets either one on one with a teacher who has requested assistance and training for ELLs or with one particular academic department, like our math teachers. In our daily common planning, the ENL teacher, Ms. Moylan, is present to provide an ENL lens as teachers discuss the students specifically, the target material to be learned, and the various strategies that can be implemented to support students in achieving linguistic and academic growth.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers of ELLs utilize multiple DOE Professional Development opportunities throughout the year pertaining to grade specific ENL instruction, the Common Core Learning Standards, and compliance issues. Additionally, Urban Assembly offers Professional Development opportunities monthly, addressing how to target ELL needs while supporting CCLS-based instruction. School-based Professional Development is offered on a variety of topics, including teaching academic vocabulary, supporting the development of strong reading skills, encouraging productive academic discussions, and including language objectives alongside content objectives. Off-site professional development opportunities through the DOE and RBERN are made available to all teachers of ELLs and are shared by Ms. Moylan following receipt of the OELLs ENL teacher newsletter/update or other notification of these activities.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The ENL teacher works closely with the social worker, content area teachers, special education teachers and support staff to monitor and ensure ELLs are transitioning socially and academically from Middle to High School. Faculty is offered planning, consulting and coaching time each day. Our school social worker, Jennifer Kaplan, and parent coordinator, Birdie Chesson, have the opportunity to attend PDs around effective ELL parent engagement, supporting ELL-SWDs, and developing positive academic and social behaviors at the high school level, among others.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

ENL teachers have the opportunity to participate in study groups that focus on instructional strategies and curricular scaffolding and differentiation for ELLs. Teacher teams also meet on a weekly basis to discuss student data and progress toward the next level of proficiency. Meetings may also focus on case studies, noticings from intervisitations, and challenges that a teacher may have encountered in the classroom with respect to targeted language development. Outside of the school, teachers are encouraged to seek out ELL-specific PD opportunities through the DOE OELLs and our RBERNs at NYU and Fordham. Teachers are responsible for tracking their personal PD hours on their individual spreadsheets, along with storing their agendas and related materials from PDs, and administration maintains records (attendance, agendas) of in-house professional development activities on our school Google Drive.

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Each September/October, parents of ELLs are invited to meet with their child's ENL teacher for an initial planning conference/check-in. Teachers discuss the students' goals and progress and solicit feedback from parents with respect to their child's needs and strengths. Parents also receive reports reflecting the prior year's NYSESLAT data. Interpretation services are provided for parents whose language is other than English whenever needed, via an in-house or outside interpreter or using the DOE Interpretation Hotline. The ENL teacher reaches out to parents via phone call or email on quarterly basis to discuss their child's English language development across content areas. Parents are invited in for follow-up meetings at the mid-year point and at the end of the school year. Teachers document all the meetings in with sign-in sheets and agendas.

We individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, and quarterly progress meetings to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This meeting includes school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English (with some information about home language development; however, we are not a TBE or DL program so extensive information is not provided)-- Katie Moylan, ENL teacher/program coordinator, leads this meeting, and is joined by the content teachers who teach the student in question. The meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands; if no interpreter/translator is available, the NYC DOE TIU Interpretation Hotline is used. Attendance is documented with a sign-in sheet and parent certification that they were offered and attended the meeting.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Katie Moylan, ENL teacher/program coordinator, is responsible for maintaining the records; she coordinates with Birdie Chesson, Parent Coordinator, to conduct parent outreach as needed. All the records pertaining to parent outreach are stored in the compliance binder and in Ms. Chesson's parent contact binder in forms of letters, phone call logs, emails, and in-person documentation (sign-in sheet). Content teachers document all parent meetings with sign-in sheets and agendas.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The parent coordinator, Birdie Chesson, is responsible for school-wide parent outreach. Ms. Chesson sends out bimonthly parent newsletters, sets up parent meetings for student interventions, and plans and coordinates parent events like our Title I meeting, Parent Association meetings, School Leadership Team meetings, and our beginning of the year Family Barbecue. Ms. Chesson works with Katie Moylan, the Language Access Coordinator, to ensure that parents are provided with translation and interpretation (via in-house staff, TIU, or the DOE's vendor, TheBigWord) as needed. Parents/guardians are invited to attend and participate in all school based functions such as Parent Association, Curriculum Night and student led conferences. UA Maker also hosts Open House nights and parent information sessions around our mastery-based grading system. All school based functions are equipped with school based staff (or TIU hotline, when needed) to translate; additionally, parent/guardians are invited to bring translators and/or translation services are offered. Parents are also invited to participate during academic field trips.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school is pending participation with Advocates for Children of NY, which offers a wide variety of workshops along with translation services. We are also developing a workshop to assist parents get familiar with Canvas, our grading system which will be offered in multiple languages. Additionally, our ENL teacher is pursuing We Are New York facilitator training in order to offer WANY programming at our school for parents in our community who wish to improve or practice their English skills.

5. How do you evaluate the needs of the parents?

The ENL teacher (Ms. Moylan), Social Worker (Ms. Kaplan) and Parent Coordinator (Ms. Chesson) all work closely with parents to identify and meet any needs present. These needs are determined during parent meetings, via online and paper-based surveys (developed in-house and distributed by Ms. Chesson and Ms. Moylan), and during home visit interviews. The parent coordinator

regularly liases with parents via phone and email to assess and address any needs and timely newsletters that outline school-based events; native language translation and interpretation are available from in-house staff and the TIU hotline, as needed.

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities address the needs of parents by providing opportunities to get involved at school (through volunteering and PA, in particular), ensuring that they receive information about their students and our activities in a timely manner and in their preferred language, and working to create enrichment workshops/opportunities that are responsive to the feedback that we receive from parents. Our parent coordinator, Birdie Chesson, is responsible for organizing and coordinating these events with support from the language access coordinator, Katie Moylan. She also regularly contacts parents as student needs and challenges arise, and works with parents to develop helpful behavioral and social interventions to support student success. Ms. Chesson communicates with parents in their preferred language through the support of in-house staff and the TIU translation/interpretation hotline. Parents are also given school-based email accounts and access to our student work/grading platforms (Canvas and Kadion); Ms. Chesson works with our principal to set up parent information sessions about using these resources.

#### **D. Additional Information**

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

Paste response here:

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

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: 02M282      School Name: Urban Assembly Maker Academy  
Superintendent: Fred Walsh

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learndoe.org/tiu/lac](http://www.learndoe.org/tiu/lac)) by the
- Translation and Interpretation Unit

**The LAC is involved in the development of this Translation and Interpretation Plan**

**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](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### **Part A: Identification and Assessment of Limited-English-Proficient Parents**

2. 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), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The data and methodologies used to assess our schools written and oral interpretation needs for our families include from ATS reports, HLIS and initial or formal interviews given at time of admittance. Ongoing assessments to ensure include school leadership meetings, parent conferences where use of in house staff and parent volunteers are available. Currently of the 7 ELLs + 1 Former ELL, 7 are Spanish speaking and their interpretation needs are met in-house by Pedagogues. The remaining students speak Mandarin and Bengali and have written and oral interpretation needs met by members and in-house translation. The families of non-ELL students who speak a HLOTE are provided with translation in-house and with outside support according to the language preference indicated in ATS. All translation needs of ELLs and their families are discussed during weekly Common Planning Meetings and conveyed to the Parent Coordinator. Ms. Moylan, ENL teacher and program coordinator, maintains a list of HLOTE that is regularly reviewed with all school staff. This is checked against student blue cards and ATS HL reports.

3. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, Mandarin, Cantonese, French, Japanese, Tigre, Nepalese, Polish, Russian, Albanian, Arabic, Jamaican C

## Part B: Creating a Communications Calendar

- f. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Student handbook (September), parent-teacher conference announcements (at least 2x per year), NYS testing info, parent coordinator letters (throughout the year), curriculum information (September & January), informal parent communication, classroom newsletter (monthly); Translation of these documents is done in-house and they are provided to the staff translating at least 2 weeks in advance.

- g. 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, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Back to School Night, Open house (end of year), parent-teacher conferences (at least 2x/year), home visits (throughout year), coordinator calls home (throughout year)

## Part C: Providing Language Assistance Services

- b. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All documents required by the DOE to ELLs and their families are sent in students' preferred language(s). They are posted on the DOE website and distributed in accordance with the mandated timelines. All informational, educational and general documents are translated in house by school faculty and staff or an outside translator, when needed. Forms and official school communications are translated through the DOE Translation and Interpretation Unit.

- c. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Oral Interpretation is offered to all families upon request; this option is made available throughout the school year. All families have school personnel available to translate. If languages other than those spoken by school personnel are required, the Parent Coordinator, ENL teacher and/or Guidance Counselor contact parents/guardians to request that a translator accompany them to school. The school also provides DOE approved vendor translation services. To date all students of languages that require outside translation services have been served by family/friends who volunteer to serve as translator. If school/family cannot provide translation services, they will be referred to the DOE translation and Interpretation Unit or DOE-approved vendor.

#### Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The ENL teacher distributes information via email regarding translation and interpretation access at the beginning of the school year with reminders as parent-teacher conferences arise throughout the year. Teachers are encouraged to save the translation services on their personal cell phones in case a parent requests a meeting and other translation services are not immediately available. The ENL teacher and parent coordinator post signs near the school entrance in multiple languages offering translation services. The ENL teacher/LAC, Ms. Moylan, will offer a PD on translation and interpretation services in the fall and in the spring.

#### Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The main entrance to the Murry Bergtraum campus is outfitted with the official DOE Welcome Poster, as is the entrance to the parent coordinator's office. Parents receive a copy of the Parents' Bill of Rights and Guide to Language Access at the beginning of the school year. Parents are encouraged to contact the administration, parent coordinator, or ENL teacher if any questions arise. The Language ID guide is posted at the main entrance and is distributed to the security desk, main office, and parent coordinator.

#### Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school will distribute a survey at mid-year and at the end of the year so that adjustments can be made to provide parents need in order to be a fully-informed and active partner in their child's education. Ms. Moylan will coordinate (parent coordinator) to create a parent focus group to gather feedback on their experience at UA Maker and suggest