



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**YORK EARLY COLLEGE ACADEMY**

**28Q284**

PRINCIPAL: **DEBORAH BURNETT-WORTHY** EMAIL: **DBURNET@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **JUAN MENDEZ**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
Deborah Burnett- Worthy	*Principal or Designee	Signature on file in Principal’s office
Robert Heiss	*UFT Chapter Leader or Designee	Signature on file in Principal’s office
Dennis E. Bush*	*PA/PTA President or Designated Co-President	Signature on file in Principal’s office
Ana Standard	DC 37 Representative, if applicable	Signature on file in Principal’s office
Tomas Greer Takur Baichu	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	Signature on file in Principal’s office
Joanne Franco	Member/Parent	Signature on file in Principal’s office
Sandra Ennis- St. John*	Member/Parent	Signature on file in Principal’s office
Sandra Williams	Member/Parent	Signature on file in Principal’s office
Noah Angeles	Member/ Assistant Principal	Signature on file in Principal’s office
Patrice Henry	Member/Teacher/ Literacy Coach	Signature on file in Principal’s office
Kim Burnett	Member/Parent	Signature on file in Principal’s office
Leslie Brunsson	Member/Parent	Signature on file in Principal’s office
Glen Tom	Member/Parent	Signature on file in Principal’s office
Pauline Boothe	Member/Parent	Signature on file in Principal’s office

Delta Loftman	Member/Parent	Signature on file in Principal's office
Linda Perry	Member/Parent Coordinator	Signature on file in Principal's office
Lindsay Rosenthal	Member/Teacher	Signature on file in Principal's office
Felicia Davis	Member/Social Worker	Signature on file in Principal's office
Merissa Callender	Member/Teacher	Signature on file in Principal's office

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1:**

**Describe your goal:** College Readiness Through CCLS (Common Core Learning Standards)

- *To ensure all students are college and career ready through the development of common core aligned units of study, that incorporates opportunities for students to conduct research and use supporting evidence.*

### **Comprehensive needs assessment**

- Over the past six years, York Early College Academy has met adequate yearly progress (AYP) for all subgroups, as evidenced by New York State school accountability reports. Significant barriers to YECA's continued growth include insufficient staffing to meet the diverse needs of our growing special education population in the face of scarce resources. Moreover, we face critical space and facilities issues. As we grow into a 6 – 12 school, there will be a need for increased space allocation in order to provide small-group support, laboratory sciences, adequate physical education instruction, reduced class size, and a more authentic college learning environment. In order to continue to offer students college-level courses at York College, we face transportation and logistical concerns based on our distance from the campus.

### **Instructional strategies/activities**

- By June, 2012, each student in grades 6 – 11 will engage in at least one literacy and one math task that aligns with a common core standard that requires students to use evidence to support arguments across subject areas and grades.
- Teachers will revise and develop on line curriculum maps, using Atlas Rubicon, with accompanying unit plans and task bundles that meet the citywide instructional objectives.
- Teacher teams will analyze student work samples in relation to our selected CCLS (common core Learning standards).
- Teacher teams will develop collaborative lessons that incorporate written skills necessary for providing evidence to support arguments.
- Teacher teams meet weekly to develop a rubric to assess the use of evidence to support a claim.

#### **Evidence:**

- Copies of revised common core aligned curriculum maps
- Documentation of teacher developed task bundles aligned to the CCLS
- Samples of student work
- Systemic rubric aligned to the CCLS
- Minutes of meetings with teacher leaders and individual classroom teachers

### **Strategies to increase parental involvement**

- In addition to strategies noted on pages 16 – 20 at the end of this document, York Early College Academy will also hold parent workshops geared toward educating parents on the common core learning standards and soliciting their support in working with their children to gain greater comprehension of nonfiction literature and excerpts from their textbooks.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Our partnership with York College makes York Early College Academy a popular site for aspiring teachers. Instructors at YECA work collaboratively with the staff and students of York College. Practicum students and student teachers file numerous requests for internships at our school. Additionally, our veteran teachers benefit from being mentors to aspiring teachers. They begin and maintain collaborations that have lasted up to and including the student teacher's employment at the school.

### **Service and program coordination**

- York Early College Academy is located at a building site that is rich with after school and community programs. The supervisors of these programs have collaborated with the teachers of YECA to make sure that the academic components are aligned with the CCLS. Specifically, the need to concentrate on nonfiction and textbook reading.

After school programs:

- Beacon
- Sports and Arts
- Community Basketball
- Tutoring
- Peer Tutoring
- Homework Help

### **Budget and resources alignment**

- York Early College Academy OTPS and per session funds have been scheduled to support the following programs aligned with achieving this goal:
  - Tutoring – **TL Fair Student Funding High School** (Per Session for instructors)
  - Peer Tutoring – **ARRA RTTT Citywide Inst Exp** (Per Session for facilitating instructors)
  - Test Prep Material – **TL Fair Student Funding High School** (Textbooks/Workbooks)
  - O.T. for School Aides – **TL Fair Student Funding High School** (To monitor/supervise halls and passage for after school programs)
  - Per Session for teachers to instruct and support common core alignment – **TL Fair Student Funding High School** (Professional Development)

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

**Describe your goal:** Teacher Effectiveness

- *To strengthen teacher practice by implementing a research based framework that fosters continuous teacher growth,*

### **Comprehensive needs assessment**

- Over the past six years, York Early College Academy has met adequate yearly progress (AYP) for all subgroups as evidenced by New York State school accountability reports. Significant barriers to YECA's continued growth include insufficient staffing to meet the diverse needs of our growing special education population in the face of scarce resources. Moreover, we face critical space and facilities issues. As we grow into a 6 – 12 school, there will be a need for increased space allocation in order to provide small-group support, laboratory sciences, adequate physical education, reduced class size, and a more authentic college learning environment. In order to continue to offer students college-level courses at York College, we face significant transportation and logistical concerns based on our distance from the campus.

### **Instructional strategies/activities**

- **By June, 2012, school leaders will conduct six formative classroom visitations for each teacher using DOE selected components of Danielson's research based rubric to improve instruction.**
  - School leaders set up and follow a schedule for classroom visitation and feedback using Danielson's framework and rubric.
  - School leaders provide timely feedback to teachers that result in increased effectiveness of instructional practice
  - Teacher leaders will meet with the Assistant Principal on an ongoing basis to build internal capacity
- Evidence:**
- The classroom visitation schedule
  - Copies of formative classroom visitation reports

### **Strategies to increase parental involvement**

- In addition to strategies noted on pages 16 – 20 at the end of this document, York Early College Academy will also hold parent workshops geared toward informing parents of the common core learning standards and soliciting their support in working with their children toward greater comprehension of nonfiction literature and excerpts from their textbooks.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Our partnership with York College makes York Early College Academy a popular site for aspiring teachers. Instructors at YECA work collaboratively with the staff and students of York College. Practicum students and student teachers file numerous requests for internships at our school. Additionally, our veteran teachers benefit from being mentors to aspiring teachers. They begin and maintain collaborations that have lasted up to and including the student teacher's employment at the school.

### **Service and program coordination**

- York Early College Academy is located at a building site that is rich with after school and community programs. The supervisors of these programs have collaborated with the teachers of YECA to make sure that the academic components are aligned with the CCLS. Specifically, the need to concentrate on nonfiction and textbook reading.

After school programs:

- Beacon
- Sports and Arts
- Community Basketball
- Tutoring
- Peer Tutoring
- Homework Help

### **Budget and resources alignment**

- York Early College Academy OTPS and per session funds have been scheduled to support the following programs aligned with achieving this goal:
  - \$3600.00 annual fee for a school website containing individual department and teacher pages – **TL Fair Student Funding High School**
  - \$1.20 per student for Engrade update so teachers can more effectively and efficiently communicate with YECA parents – **TL Fair Student Funding High School**
  - \$32,000.00 per session set aside for teacher training and professional development – **TL Fair Student Funding High School and Title I SWP**
  - \$27,000.00 raised in a fundraiser by parents used to purchase Interactive Whiteboards for every classroom – **School Funds in checking account**

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### Annual Goal #3

##### Describe your goal: On time Graduation for each Cohort

- *To establish a school wide system to monitor credit accumulation for students in each cohort, resulting in an increased number of students who are on track to graduate are college ready.*

##### Comprehensive needs assessment

- Over the past six years, York Early College Academy has met adequate yearly progress (AYP) for all subgroups as evidenced by New York State school accountability reports. Significant barriers to YECA's continued growth include insufficient staffing to meet the diverse needs of our growing special education population in the face of scarce resources. Moreover, we face critical space and facilities issues. As we grow into a 6 – 12 school, there will be a need for increased space allocation in order to provide small-group support, laboratory sciences, adequate physical education, reduced class size, and a more authentic college learning environment. In order to continue to offer students college-level courses at York College, we face significant transportation and logistical concerns based on our distance from the campus.

##### Instructional strategies/activities

- **By June, 2012, 85% of students in each cohort will be on track to graduate on time with the knowledge of skills to succeed in college without remediation.**
- Review transcripts for all students to ensure they are on track for graduation
- School leaders will monitor academic progress each semester
- Establish a credit recovery committee that meets regularly to review transcripts and support students in need of academic intervention. They will inventory all high school students' credits and Regents exams. At least four pathways will be identified for students to recover credits and at least two structures will be put into place to support students retaking Regents exams.
- Develop an accelerated scope and sequence that provides the opportunity for students to earn up to sixty college credits while completing their high school graduation requirements
- Meet monthly with York College administrative staff to monitor and revise seven year scope and sequence facilitating the transition from high school to college by ensuring that course work supports students' college readiness. By Spring, 2012, a draft of the scope and sequence will be completed and presented to all stakeholders

##### Evidence:

- A transcript review report from the Division of Achievement and Performance that evidences the percent of students on track to graduate
- Minutes from the academic progress meetings showing a review of student transcripts and the percentage of students on track
- Minutes and attendance sheets from the credit recovery committee meetings
- A scope and sequence which has been revised to accommodate the needs of the current cohort's successful advancement toward graduation

**Strategies to increase parental involvement**

- In addition to strategies noted on pages 16 – 20 at the end of this document, York Early College Academy will also hold parent workshops in addition to common core learning standard presentations at High School Night and Meet the Teachers afternoon. The focus of these presentations will inform parents of the expected rigor, the needed change toward text driven literature and the importance of being informed of the current status of their child’s accumulated GPA and High School and College credits.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Our partnership with York College makes York Early College Academy a popular site for aspiring teachers. Instructors at YECA work collaboratively with the staff and students of York College. Practicum students and student teachers file numerous requests for internships at our school. Additionally, our veteran teachers benefit from being mentors to aspiring teachers. They begin and maintain collaborations that have lasted up to and including the student teacher’s employment at the school.

**Service and program coordination**

- York Early College Academy, in collaboration with local high schools, has created opportunities for credit recovery to at-risk students who are off track for on time graduation. In addition to winter recess, night programs and summer programs, students who meet the proper criteria can also recover credit through in school and on-line credit recovery programs.

**Budget and resources alignment**

- York Early College Academy OTPS and per session funds have been scheduled to support the following programs aligned with achieving this goal:
  - Summer School credit recovery – **TL Fair Student Funding High School** (Teacher per session)
  - After school credit recovery – **TL Fair Student Funding High School** (Teacher per session)
  - Tutoring – **TL Fair Student Funding High School** (Teacher per session)
  - Per session for teacher to create, supervise, monitor these programs – **TL Fair Student Funding High School**

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

**Describe your goal:** Instructional Goals met through Technology

*To make strategic organizational decisions that support the school's instructional goals and meets student learning needs through a technologically enhanced learning environment.*

### **Comprehensive needs assessment**

- Over the past six years, York Early College Academy has met adequate yearly progress (AYP) for all subgroups as evidenced by New York State school accountability reports. Significant barriers to YECA's continued growth include insufficient staffing to meet the diverse needs of our growing special education population in the face of scarce resources. Moreover, we face critical space and facilities issues. As we grow into a 6 – 12 school, there will be a need for increased space allocation in order to provide small-group support, laboratory sciences, adequate physical education, reduced class size, and a more authentic college learning environment. In order to continue to offer students college-level courses at York College, we face significant transportation and logistical concerns based on our distance from the campus.

### **Instructional strategies/activities**

- By June, 2012, 80% of classrooms will be equipped with an interactive white board (Mimio board) that results in improved student engagement, increased student directed work time and increased visual literacy.
- By June, 2012, 100% of teachers will have been trained in the use of technology to support instruction.
- By June, 2012, 100% of students will have taken their periodic assessments on line in the newly operational computer room.
- Purchase and install interactive white boards in 80% of classrooms
- Hold training sessions for 100% of YECA teachers
- Cycle students into computer lab to take periodic assessments which enables teachers and students to track student progress
- The majority of teachers will use technology to support instruction on a regular basis
- Teachers will use "clickers" to assess student learning in real time

### **Evidence:**

- Fifteen interactive white boards mounted in classrooms
- Schedule of teacher training sessions
- Schedule for student use of the computer room
- Lesson plans, curriculum maps and observation reports that reflect the use of technology in the classroom
- Direct observation by school leaders of the use of "clickers" to assess student learning
- Increased student progress as evidenced by increased score on periodic assessments.

### **Strategies to increase parental involvement**

- In addition to strategies noted on pages 16 – 20 at the end of this document, York Early College Academy also has enlisted the support of the following:
  - School website to enhance teacher/parent communication
  - Engrade to enhance teacher/parent communication
  - Computer terminals in Parent Coordinator office for parents who do not have technology available at home
  - Computer workshop offered to parents so they can support their children in the home

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Our partnership with York College makes York Early College Academy a popular site for aspiring teachers. Instructors at YECA work collaboratively with the staff and students of York College. Practicum students and student teachers file numerous requests for internships at our school. Additionally, our veteran teachers benefit from being mentors to aspiring teachers. They begin and maintain collaborations that have lasted up to and including the student teacher's employment at the school.

### **Service and program coordination**

- In an effort to increase the school's instructional goals through a technologically enhanced learning environment, York Early College Academy has enlisted the support of parents, staff members and local politicians to raise funds for the equipment needed to bring the school into a more current technological status.

### **Budget and resources alignment**

- York Early College Academy OTPS and per session funds have been scheduled to support the following programs aligned with achieving this goal:
  - \$3600.00 annual fee for a school website containing individual department and teacher pages – **TL Fair Student Funding High School**
  - \$1.20 per student for Engrade update so teachers can more effectively and efficiently communicate with YECA parents – **TL Fair Student Funding High School**
  - \$32,000.00 per session set aside for teacher training and professional development – **TL Fair Student Funding High School and Title I SWP**
  - \$27,000.00 raised in a fundraiser by parents used to purchase Interactive Whiteboards for every classroom – **School Funds in checking account**

### ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	25	25	25	25	11		11	2 OT 4SP
7	10	10	10	10	7		7	1 OT 2 SP
8	12	12	12	12	8		8	4SP
9	22	22	22	22	8		8	1OT 2SP
10	15	15	15	15	3		3	
11	20	20	20	20	2		2	
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Struggling students receive additional instructional time with the focus on reading and writing skills as grade appropriate. We provide support services in the form of small group or one-to-one instruction to help students achieve the learning standards in English Language Arts. This is provided to students year round after school. Also, our school provides students with a Saturday school program that further supports ELA skills with an additional focus on testing preparation. Students are assigned individualized intervention through activity and performance series.
<b>Mathematics</b>	Struggling students receive additional instructional time with the focus on mathematical practices as grade appropriate. Services are provided to students in the form of small group or one-to-one instruction to help students achieve the learning standards in English Language Arts. Students also receive personal tutoring services geared to target areas that need further development. This is provided to students year round after school. The school also provides students with a Saturday school program that further supports Math skills with an additional focus on computing, technology usage and test preparation.
<b>Science</b>	Students who require additional support in Science receive individualized instructional time with their content area instructor. These services are provided to students in the form of small group, or peer-tutoring instruction. Additionally, students receive one-to-one instruction during the school day. They are further supported through develop researching skills. This is provided to students year round after school.
<b>Social Studies</b>	Students who require additional support in Social Studies receive instructional time with their content area instructor in addition to support from their English Language Arts teachers. These services are provided to students in the form of small group, or peer-tutoring instruction. Individual needs are further supported through computer based program instruction allowing students to develop researching skills. This is provided to students year round after school in addition to one-to-one instruction during the school day.
<b>At-risk Services provided by the Guidance Counselor</b>	The Social Worker provided one-on-one and group counseling for students. In addition, the Social Worker also conducts family conferences to address any areas of the student’s home environment that may impact their ability to perform well academically. This service is offered to mandated and non-mandated students. The school Social Worker also conducts necessary home visits for students that are at-risk. Counseling for at-risk students focus on, enhancing students ability to cope with academic stress, modify behavioral in problem areas, enhance anger management skills, conflict resolution, social skills, study skills, and self-esteem. The Social Worker also provides referrals for outside services to further support academic and emotional growth for at-risk students.

<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>The School Psychologist provides necessary evaluations for students who are at risk academically and emotionally, as well as, make proper recommendations for alternate mental health and academic services for students.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>The Social Worker provided one-on-one and group counseling for students. In addition, the Social Worker also conducts family conferences to address any areas of the student's home environment that may impact their ability to perform well academically. This service is offered to mandated and non-mandated students. The school Social Worker also conducts necessary home visits for students that are at-risk. Counseling for at-risk students focus on, enhancing students ability to cope with academic stress, modify</p>
<p><b>At-risk Health-related Services</b></p>	<p>Students who have health related risk are required to product a doctor's note informing the school of the proper steps to take to support the student while in school. Students will have access to the school Nurse as needed. However, if any student displays high health related risk, in which the school is not equipped to handle, a student may be required to remain home until a medical professional declares them able to return. Conferences and communication with the students family is maintain consistently to assure proper support for the student.</p>

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## **YORK EARLY COLLEGE ACADEMY'S** **PARENT INVOLVEMENT POLICY (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, York Early College 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 York Early College Academy and YECA families. York Early College Academy'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 Teachers Association, and as trained volunteers and welcomed members of our school community. Our school will support all parents and families 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 our school community;

Our 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. Our 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 our 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-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, our 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 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 schools 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 our 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-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain our Parent Coordinator, Ms. Linda Perry, to serve as a liaison between the school and families. Ms. Perry will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. Ms. Perry will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our 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;
- maintaining our Parent Resource Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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**

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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