Department of Education
Carmen Fariña, Chancellor

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **28Q284**

School Name: **YORK EARLY COLLEGE ACADEMY**

Principal: **DEBORAH BURNETT**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Secondary School Number (DBN): 28Q284

Grades Served: 6 th– 12 th

School Address: 108-35 167 th Street, Jamaica, NY 11433

Phone Number: 718 262-8547 Fax: 718-558-4257

School Contact Person: Noah Angeles Email Address: NAngeles2@schools.nyc.gov

Principal: Deborah Burnett-Worthy

UFT Chapter Leader: Gerard Sweet

Parents' Association President: Anne-Marie Lewis

SLT Chairperson: Melissa Baez

Title I Parent Representative (or Parent Advisory Council Chairperson): Theresa Greer

Student Representative(s): Melissa Baez

Jarrett Brown

District Information

District: 28 Superintendent: Fred Walsh

Superintendent's Office Address: 333 7th Avenue, Room 709B/715 New York, NY 10001

Superintendent's Email Address: FWalsh@schools.nyc.gov

Phone Number: 212-356-3754 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Alexandra Anormaliza

Director's Office Address: 131 Livingston Street, Brooklyn NY 11201

Director's Email Address: AAnorma@schools.nyc.gov

Phone Number: 718-935-5618 Fax: 718-935-5941

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)
Deborah Burnett-Worthy	*Principal or Designee	
Gerard Sweet	*UFT Chapter Leader or Designee	
Anne Marie Lewis	*PA/PTA President or Designated Co-President	
Mary Ellen Parente	DC 37 Representative (staff), if applicable	
Theresa Greer	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Melissa Baez	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Jarrett Brown	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	Even Boiguene Member/Parent PTA Vice President	
	Dianne Franklyn Member/ Parent – PTA Treasurer	
	Yvonne Brown Member/ Parent – PTA Secretary	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michelle Hylton	Member/ Parent	
Kim Burnett	Member/ UFT	
Meghan Sweet	Member/ UFT	
Lauren Hamby	Member/ UFT	
Daniel Phillips	Member/ UFT	
Pravesh Shiwnarain	Member/ UFT	
Belinda Peterkin	Member/Parent	
Michelle Hylton	Member/Parent	
Virginia Stuart	Member/Parent	

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.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

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.

York Early College Academy (YECA) is an Early College New York City public school located in School District 28, South Jamaica, Queens. Created in 2006, the vision of YECA is to provide a rigorous college prep curriculum that allows underrepresented students to have an opportunity to earn college credits while completing their high school requirements. This opportunity is made available through YECA's unique partnership with York College and the City University of New York's Early College Initiative.

Serving students in grades 6- 12, YECA has graduated two cohorts with an average graduation rate of 95%. In addition, 99% of YECA's students have graduated high school with college credits. The results produced at YECA has been a product of the school's leadership being able to successfully utilize the 6 – 12 model ensuring that students are on grade level before they reach high school. This is evidenced by the 2013-2014 School Quality Guide, as YECA as shown an increase of 7% of students on grade level in ELA and 13% in Math. As more students entered high school on grade level, YECA experienced significant gains in students earning 10 or more credits. Over the past two years, there has been a 13% increase in 9th grade, 16% in 10th grade and 5% in 11 th grade accumulating 10 or more credits.

As YECA continues to maintain high academic standards for all students, during the 2015-2016 school year YECA's administration and faculty will have a targeted focus on ensuring accelerated opportunities for all students and alignment of curriculum to assessments with the purpose of students having successful outcomes on the New York State Middle and High School Assessments.

28Q284 School Information Sheet

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08,09, 10,11, 12**	**Total Enrollment**	**612**	**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**	**22**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**3**	**# Drama**	**9**
# Foreign Language	**12**	**# Dance**	**5**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**64.0%**	**% Attendance Rate**	**95.8%**
% Free Lunch	**64.0%**	**% Reduced Lunch**	**12.5%**
% Limited English Proficient	**0.8%**	**% Students with Disabilities**	**7.9%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**2.5%**	**% Black or African American**	**57.9%**
% Hispanic or Latino	**9.1%**	**% Asian or Native Hawaiian/Pacific Islander**	**28.5%**
% White	**0.7%**	**% Multi-Racial**	**0.3%**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**8.34**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**2**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**3.4%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.2%**	**Average Teacher Absences (2013-14)**	**6**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**46.1%**	**Mathematics Performance at levels 3 & 4**	**59.0%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**82.8%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**92.6%**	**Mathematics Performance at levels 3 & 4**	**91.2%**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**93.2%**	**% of 2nd year students who earned 10+ credits**	**98.8%**
% of 3rd year students who earned 10+ credits	**95.8%**	**4 Year Graduation Rate**	**95.7%**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing	**X**	**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**YES**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**YES**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		
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.

As per the 2014-2015 Quality Review, YECA received a Well Developed in the Instructional Core Domain 1.1. However, in YECA's mission to provide rigorous instruction it has been identified that the school has been stagnate in increasing the number of students earning high school credits in 8th grade. The New York City Department of Education's Progress Report and Quality Guide evidence this performance trend where the percentage of students earning high school credit has been identified with 61.7 % earning high school credit in 2011-2012, 64.9% in 2012-2013 and 63.2% in 2014-2015.

In an effort to increase instructional rigor and provide all students access to an accelerated curriculum, York Early College Academy will expand the 8th grade High School Algebra class to include all students. In addition, York Early College Academy will also include High School Earth Science into the middle school scope and sequence.

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, York Early College Academy will have developed and implemented a Common Core aligned curriculum in Algebra and Earth Science. Measure of success will be demonstrated when 80% of 8th grade students have earned high school credit in Algebra and Earth Science.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
• Provide opportunities for the middle school Algebra and Earth Science teacher to collaborate and develop curricula aligned to Common Core and NYS standards. • School Administration will provide feedback on curricula and allow time for revision. • Purchase materials and resources, i.e. textbooks and intervention software to support student learning. • Develop pre and post unit assessments for each unit • Coordinate additional learning opportunities by increasing the instructional time from 6 to 8 periods a week. • Loop 7th grade Math teacher to 8th grade. • Strategically program teachers to allow for the Special Education Math teacher to co-teach the 8th grade Algebra ICT class. • Strategically program teachers to allow for the high school Earth Science teacher to co-teach the 8th grade Earth Science ICT class. • Coordinate additional learning opportunities for students with disabilities through partnering with a community based organization to offer before and/or after school tutoring. • Provide additional learning opportunities for all students through offering Regents prep on Saturdays.	All Students	September - June	• Principal • Assistant Principals • 8th Grade Algebra and Earth Science Teacher • High School Algebra and Earth Science Teacher • Special Education Math Teacher • Beacon Director

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Atlas Rubicon Curriculum Map
- Earth Science and Algebra Text Books
- 10 Marks Intervention Software
- Assistant Principals
- One High School Algebra Teacher
- One High School Earth Science Teacher
- Special Education Math Teacher
- Programming (Increase Instructional time in 8th grade Algebra and Earth Science to 8x a week)
- Tutoring (50 hours per session)

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

X	**Tax Levy**	X	**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**
X	**C4E**		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

York Early College Academy will develop quarterly interim assessments in Algebra and Earth Science. School administration will analyze the data in collaboration with teachers to identify trends in student outcomes and adjust curricula as needed.

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.

As per the suspension data from the Office of School Youth and Development, York Early College Academy had 65 suspensions recorded for the 2013-2014 school year and 58 suspensions recorded for the 2014 – 2015 school year. Although in the past three years York Early College Academy has been able to reduce the amount of suspensions, last year 24% of incidents occurred in the classroom and 20% in the cafeteria. In addition, as per the 2013 – 2014 NYC Learning Environment Survey 58% of students agree that students harass or bully other students some or most of the time. In alignment with the Citywide Instructional Expectations, York Early College Academy will improve school culture to further promote a supportive social and emotional learning environment by developing systems and structures that will reduce student suspensions.

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 2015 York Early College Academy will have reduced the amount of suspensions by 12%.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
1. Peer Mediation Program:	All Students	September - January	• Principal

● Conduct an end of year reflection. ● Identify and train new peer mediators. ● Re-Roll out Peer Mediation Program to Staff, Students and Parents.			● Assistant Principal ● Dean of Students ● Parent Coordinator ● Guidance Counselor
2 . Pupil Personal Team: ● Identify key staff member to organize and take ownership over the implementation of the Pupil Personal Team. ● Identify and organize initial meeting with Pupil Personal Team members. ● Create a calendar of meetings for the school year; re establish norms and confer systems for referring students to the Pupil Personal Team. ● Conduct overview of Response to Intervention and ensure all members on the team have basic knowledge of RTI. ● Roll-out PPT to staff and parents.	At-Risk Students	September - June	• Principal • Assistant Principal • Special Liaisons • Family Worker • Social Worker • Guidance Counselor
3 . Strategically Deploy School Safety and Key Staff : ● Review and analyze OORS data quarterly. ● Identify area and times of frequent occurrence. ● Strategically deploy School Safety Agents to areas of concern. ● Conduct hall sweeps during strategic times of the day as reflected in the OORS data.	All Students on the campus	September - June	● Principal ● Assistant Principal ● Level 3 School Safety Agent ● Building Council

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Deans and Guidance Counselors from all three schools • Level 3 School Safety Agent • Beacon Director • Greater Ridgewood Director • Campus Student Government • OORS data • Peer Mediation Organization

- Master Schedules and Organization Table from all three schools.
- Response to Intervention materials

Part 4b. 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**	X	**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

York Early College Academy administration will review suspension data quarterly. Through the quarterly review administration will compare suspension results to the previous year with the intent to look if there has been a 3% decrease in suspensions quarterly. Based on the analysis of the data administration in collaboration with stake holders will make adjustments as needed.

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.

According to the data from Advance, 71% of teachers at York Early College Academy were rated Effective in Measure of Teacher Practice. In addition, 3% were rated Developing while 26% were rated Highly Effective. Although more than the majority of the teachers are rated effective we recognize there is a gap between teacher MOTP score and student outcomes on the New York State English and Math Assessments. As per the Quality Guide workbook and New York State Accountability Report, 48% of students of were on grade level in ELA and 57% were on grade level in Math.

In alignment with the Citywide Instructional Expectations and in order to ensure quality instruction for students, teacher teams will engage in analyzing student work using the Tuning protocols to inform instructional decision-making with the purpose of increasing student performance on the ELA and Math State Exams.

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 June 2016, Middle School grade level teams will collaboratively analyze student work products and interim assessments to improve student performance on the New York State ELA and Math exams as evidenced by a 7% increase in students earning a level 3 or higher.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote teacher-parent collaborations to improve student achievement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	
• Teacher Teams will be provided with Professional Development on how to analyze student work using the Tuning Protocols. • Teacher Teams will engage in 1 to 3 cycles of analyzing student work products and interim assessments. • Teachers will adjust instructional practices and curriculum to reflect the needs of their students • Teachers will conduct cycles of peer inter-visitations • Administration will provide Professional Development on how to unpack standards and align lesson and unit plans. • Administration will conduct frequent cycles of informal observations with a focus on Designing Coherent Instruction and Assessment. • Administration will provide Professional Development on how to unpack Common Core standards and align them to lesson and unit plans. • Administration will conduct frequent cycles of informal observations with a focus on Designing Coherent Instruction and Assessment. • Administration will identify grade level leaders and provide support through the CUNY Affinity Group Instructional Leadership Program.	All Teachers	September - June	• Principal • Assistant Principal • Grade Level Leaders • CUNY Affinity Group

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teacher performance data, i.e. scholarship reports and student assessment results
- Teacher Observation Reports
- School Quality Guide Report
- Simple K-12 online access
- Engage NY
- Datacation
- 6 Grade Level Team Leaders
- CUNY Instructional Leadership Program

Part 4b. 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		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

York Early College Academy's administration will meet quarterly to review data from teacher observation reports and interim assessments to identify gaps in observation reports and student performance.

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

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

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

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.
Currently, as per the Quality Guide Workbook 48% of middle school students are on grade level in ELA and 57% are on grade level in Math. In order to support students in reaching grade level proficiency we recognize the importance of aligning assessment to curricula as noted in the 2014-2015 Quality Review, as well as ensuring that teachers are actively implementing formative assessment techniques throughout their lessons.

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 June 2016, York Early College Academy will build capacity of instructional teacher leaders through conducting at least 2 cycles of learning focused on improving teacher practice for Component 3d: Using Assessment in Instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote parent leadership and engagement as a key lever for school improvement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
• Identify teacher leaders and provide professional development. • Conduct norming sessions that unpack Component 3d (Using Assessment in Instruction) to determine Look • Fors in effective teacher practice. • Conduct walk-throughs to establish a baseline for instructional practices at YECA in Domain 3D. • Analyze data collected through walk-throughs and plan professional development to address gaps. • Implement differentiated professional development and conduct peer-visitations of teacher practice. • Collaboratively reflect on the learning cycle and share out with staff about lessons learned and next steps.	All Teachers	September - June	• Principal • Assistant Principal • Grade Level Team Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Administration • Grade team leaders • Simple K-12 Online PD

• Affinity Group Instructional Leadership Program • 6 Per-Diem Substitute Teachers (To cover Grade Level Leaders when attending training) • Scheduling (Bi-Monthly Meetings with Grade Level Leaders)
Part 4b. 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		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
School Administration will meet quarterly to analyze teacher MOTP scores and look for an an increase in teacher practice under Domain 3D.
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.

As per the 2014-2015 Quality Review, York Early College Academy was highlighted for communication with parents and for providing a variety of parent friendly workshops. However, it has been identified that although parents received consistent communication and opportunities to participate in workshops, parent participation at events has decreased. According to data obtained from Engradepro, only 36% of parents logged onto Engradepro,which served as York Early College Academy's online grading tool during the 2014 - 2015 school year. In addition, parent attendance at teacher led workshops on Common Core and graduation requirements has had an average of 13%

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 June 2016, York Early College Academy will increase parent engagement through providing learning opportunities relevant to their child's needs, evidenced by attendance at workshops, and 85 % of parents registered on YECA's online grading tool, Pupil Path.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
• Each grade level will develop a parent engagement plan which will include workshops. • Create Pupil Path Team to increase parent enrollment on the online grade system. • Create a calendar of workshops for parents and students on how to access and utilize Pupil Path. • Generate parent surveys to determine interest. • Collaborate with PTA to develop parent engagement opportunities.	All parents	September - June	Principal Assistant Principal Parent Coordinator Guidance Counselors Teachers (Team) PTA

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Pupil Path Team • Datacation • PTA Executive Board • Parent Coordinator

Part 4b. 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		21st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Generate and analyze parent surveys from workshops to determine effectiveness as well as quarterly benchmarks to ensure parents are enrolled on Pupilpath.
Part 5b. 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.

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.)	**Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.)	**When the service is provided** (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Level 1 results on NYS Assessments Below 65 on Report Card Grades	College Readiness Class Saturday Academy Tutoring APEX	Small Group Instruction One to One Tutoring	During School After School
Mathematics	Level 1 results on NYS Assessments Below 65 on Report Card Grades	College Readiness Class Saturday Academy Tutoring APEX	Small Group Instruction One to One Tutoring	During School After School
Science	Below 65 on Report Card Grades	College Readiness Class Saturday Academy Tutoring APEX	Small Group Instruction One to One Tutoring	During School After School
Social Studies	Below 65 on Report Card Grades	College Readiness Class Saturday Academy Tutoring APEX	Small Group Instruction One to One Tutoring	During School After School
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Failing 3 or more courses on the Report Card Excessive Absences	Counseling Conflict Resolution Anger Management Social Skills	One to One Small Group Large Group Family	During School After School

	Excessive Dean's Referrals	Study Skills Managing Stress and Anxiety		

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Our partnership with York College makes York Early College Academy a popular site for aspiring teachers. Instructors at YECA work collaboratively with 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.

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).
In order to ensure that staff at York Early College Academy is receiving high quality professional development, the school's professional development committee will work collaboratively with the administration and the CUNY Affinity Group to research and create professional development opportunities for all staff members.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
N/A

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
In collaboration with the UFT, SLT and the MOSL committee, teachers are giving the opportunity to provide feedback on the use of assessments the school will use to measure student performance. In addition, all YECA staff is encouraged to research professional developments they would like to attend and submit a request form to their Assistant Principal.

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[1]. 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[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Section Reference(s)
Title I Part A (Basic)	Federal	229,504.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,263,026.00	X	

[1]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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. 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)

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. **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 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.

York Early College 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 st 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

York Early College 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 st 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*.

Part I: School ELL Profile

A. School Information

District 28	Borough Queens	School Number 284
School Name York Early College Academy		

B. Language Allocation Policy Team Composition

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

Principal Deborah Burnett-Worthy	Assistant Principal Patrice Henry
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Meridith Turkel	School Counselor Naresh Jacob
Teacher/Subject Area	Parent type here
Teacher/Subject Area type here	Parent Coordinator Linda Perry
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Fred Walsh	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	621	Total number of ELLs	4	ELLs as share of total student population (%)	0.00%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☒ 7☒ 8☒ 9☒ 10☒ 11☒ 12☒

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes☐	No☒	If yes, indicate language(s):
Dual language program (DL)	Yes☐	No☒	If yes, indicate language(s):
Freestanding ENL	Yes☒	No☐	

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	**Newcomers** (ELLs receiving service 0-3 years)	0	**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									
	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	Total
TBE										0
DL										0
ENL				4		2				0
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____							0	0						0
SELECT ONE _____							0							0
SELECT ONE _____							0							0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): 0 0	Number of students who speak three or more languages: 0

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								1						0
Chinese														0
Russian														0
Bengali										1				0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi										1				0
Polish														0
Albanian														0
Other									1					0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*NYSITELL for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)										1				0
Transitioning (High Intermediate)														0
Expanding (Advanced)								1	1	1				0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Former ELLs Based on Revised Exiting Criteria Grades 3-8: Expanding on NYSESLAT and Test at Level 3 or 4 on the ELA Grades 9-12: Expanding on the NYSESLAT and Test 65 or higher on the English Regents														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

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								1						0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		2			0
7		1			0
8	1	1			0
NYSAA					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra	2			
Geometry/CC Algebra	1			
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science	1			
Living Environment	2			
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government	2			
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. 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.
   York Early College Academy will use a research based program like Achieve 3000 or Performance Series to assess the early literacy skills of our ELLs. The program generates reports that are itemized and individualized and teachers will use this data to make decisions for their instructional plans to support ELL students. We also plan to provide a reading program that assists students where English is their second language
2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
   Based on the data collected across the grades students' proficiency levels with the NYSESLAT test are the lowest scores in reading and writing skills. Students have difficulty with the new common core aligned NYSELAT with the reading comprehension tasks and the writing section of the test.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   The targeted support offered by the ENL teacher will be around supporting students in the modalities of reading and writing. We will develop measurable goals aligned with students' current performance on NYSELAT exams and course unit goals.
4. For each program, answer the following:
   a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
   b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
   c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. ELL students are underperforming and are below standards in ELA exams across grades
b. The ELL periodic assessments will be used to develop an item analysis of strengths and weaknesses and teachers will provide targeted instruction to meet the needs of these students.
c. Students across the grades need targeted support in developing their literacy skills.

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*.]
   Not applicable. We are a middle school high school
6. How do you make sure that a student's new language development is considered in instructional decisions?
   eachers at YECA work to meet the needs of individual students. They collect data on each student and based on that data they develop a curriculum to meet the needs of the students including: Ells with second language development.
7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the target language?
   b. What is the level of language proficiency in the target language for EPs?
   c. How are EPs performing on State and other assessments?

   Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
   Success for our Ells will be determined individually based on how well these students met AYP for ELLs on their state measures of ELA and Math. We also will look at how students perform in all their core subjects to make a determination of success for our Ells. Last year, we were only to have one of our 5 students receive commanding on their NYSELAT. We look to strenghten the services this year, so more of our students and be leveled commanding evidence by NYSELAT exams.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, ELL Identification section.
   All incoming students are screened and a home language indentification survey will be distributed to students who indicate that they may need to evaluated. The home language survey is administered to all new students who've indicated another language other than English as their home language. The Testing Coordinator will administer the NYSITELL if necessary and is completed in the first 10 days of the student's admittance.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
   We have a very small ELL population and as a result we currently only offer push in ESL support. If a student was enrolled in any of the available ESL programs we would communicate this with the parents, so they are aware of the support services being offered to their child.
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).
   We have a RTI committee that is responsible for sending out entitlement letters and that appropriate forms are stored for our records.
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.
   Due to our small ELL population we currently only offer push-in ESL model
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).
   York Early College has a designated testing coordinator who attends trainings and who is responsible for ensuring the administration of the NYSESLAT test to all Ell students.
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.
   This is the first year that we had to administer a parent survey and program selection forms since all our Ell population students were already screened and determined to be Ell students before they started attending our school.
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.
   Based on our current population, we have not encountered this as a dilemma.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
   Our RTI committee is responsible for maintaining parent survey data.

9. Describe how your school ensures that placement parent notification letters are distributed.
We have a committee that is responsible for this task.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
We have a committee that includes the ENL teacher who is responsible for maintaining accurate records.
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.
We have a designated testing coordinator who works with the ENL teacher to ensure the correct assessments are administered.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
We have a committee that includes the ENL teacher is responsible for entitlement parent notification letters.
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).
Only .64 of our population is ESL. As a result, we only offer push-in model for ELL students

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
   a. At York Early College, we engage in the collaborative and push-in co-teaching model for instruction.
   b. The program model for all students consists of traveling as a grade block in heterogenous groupings.
   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)?
   The school program is a push-in model and students receive services as mandated based on their program schedule.
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.
   We only use push-in model for our students who are perform well, speaking modalities, but have challenges with comprehension.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   n/a
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   The ENL teacher uses periodic assessments, in class assessments, and other data tools to ensure that students are being formatively assessed throughout the year and to prepare them for the NYSELAT
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

Chart supporting our developing Ell and Former Ells which are our Ell subgroups, we utilize the ENL push-in model to provide one-on-one support to students. This teacher will engage in a range of research based practices to support the students.

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.

   n/a

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?

   Teachers engage in modeling, read-alouds, chunking of text, small-group instruction and other research based best practices to support students in accessing content.

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

   We use the push-in model for Ell services

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 per week (360 min.)*	*2 units of study per week (360 min.)*	*1 unit of study per week (180 min.)*	*1 unit of study per week (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 *or* INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA *or* Content Area, *or* other approved services*
TOTAL	*360 minutes per week*	*360 minutes per week*	*180 minutes per week*	*180 minutes per week*	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

NYSED.gov

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

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 per week (540 min.)*	*2 units of study per week (360 min.)*	*1 unit of study per week (180 min.)*	*1 unit of study per week (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 *or* INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, *or* other approved services*
TOTAL	*540 minutes per week*	*360 minutes per week*	*180 minutes per week*	*180 minutes per week*	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

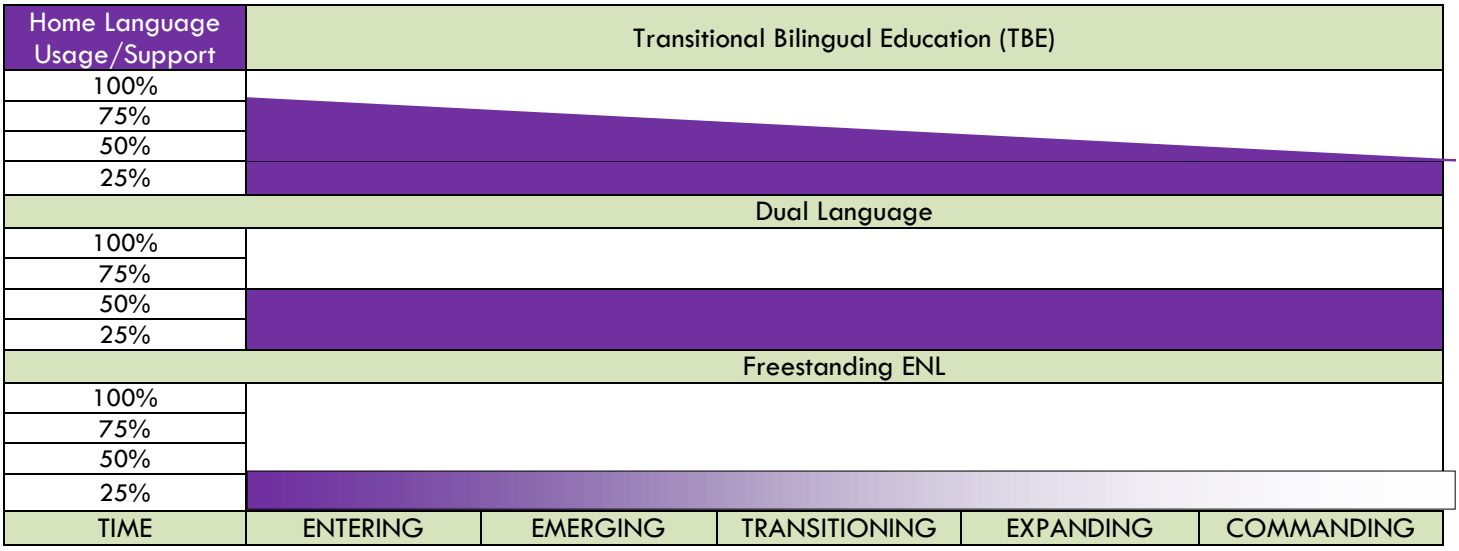
NYSED.gov

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

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
    We have an RTI committee that will provide support for students during our College Readiness Program, Advisory, and other intervention periods. We will utilize computer adaptive software resources to provide literacy skills support.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    We had one student exit the ELL services based on support provided by the program. We will increase the time students get to engage with the intervention program, this year.
12. What new programs or improvements will be considered for the upcoming school year?
    We are considering Read 180, IREADY, RENAISSANCE LEARNING as a literacy skills program for SWD and ELL students.
13. What programs/services for ELLs will be discontinued and why?
    We used Achieve 3000 in previous years, that program has been discontinued due to resource availability
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    Our ELLs are included in our general education classes and participate in all school programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
    We utilize IREADY, TENMARKS, as technology support for our Ells.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
    n/a
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
    YECA uses appropriate services based on resource and service recommendations, eg. Lexile levels, leveled texts etc.
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).
    YECA has a student orientation program for all incoming students. The parent coordinator organizes the activities for all new incoming students throughout the year. We have a freshman social, fall festival as beginning of year activities for our new students.
19. What language electives are offered to ELLs?
    The only foreign language offered is Spanish
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

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.)
   We often outsource of training for teachers of ELLs. Teachers have attended district trainings facilitated by the DOE or private trainings at Teachers College etc.

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 attend training that focus on strategies for supporting ELL students. Workshops offered focus on helping students make meaning as they read. Workshops provide strategies for teaching vocabulary, oral language activites, and other literacy strategies that support improved reading comprehension.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
   We have a nurturing school culture, so we engage in a College Bound Assembly for students to assist them with the academic and social behaviors necessary to be successful in the our school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide*, Professional Development section.

We use a blended learning PD model for teachers to ensure they have professional development opportunities that allow them to meet the required PD hours. We purchased Simple K12 online PD and Smartboard Online PD which allows us to ensure our teachers have opportunities for continual professional development every year.

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?
   Teachers utilize the parent engagement time integrated into their teacher programs to reach out parents of ELLs. Those meetings provide focused conversations about student performance and progress goals in core subjects. The school also uses a gradebook data sytem that provides updated student performance to parents. Teachers maintain parent conference logs of their interactions with parents. We have a very small ELL population. As a school community, we ensure that there are translation services and documents that are translated to support our diverse population of parents. We will host a range of parent workshops throughout the year to inform parents and help prepare parents to support their children with the needs of the Common Core Standards. We have scheduled workshop trainings for parents on how to communicate with teachers and be informed about how their child is performing.
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.
   Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
   We have less than 5 ELL parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
   We currently have not partnered with any community based organizations regarding workshops, but have relationships with many CBOs that could curtail their program to support our growing Ell population.
5. How do you evaluate the needs of the parents?
   We will provide surveys to parents to assess their needs as well as utilize our parent coordinator who maintains a good relationships with our Ell parents.
6. How do your parental involvement activities address the needs of the parents?
   Our focus has been helping parents support their children in an early college school.

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

Part VI: LAP Assurances

School Name: York Early College Academy			School DBN: 28Q284
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)
Deborah Burnett-Worthy	Principal		10/16/15
Patrice Henry	Assistant Principal		10/16/15
Linda Perry	Parent Coordinator		10/16/15
Meridith Turkel	ENL/Bilingual Teacher		10/16/15
Anne Marie Lewis	Parent		10/16/01
	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
Fred Walsh	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: 28Q284 **School Name: York Early College 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**) 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

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

York Early College Academy uses information gathered from interviews with parents during our articulation process and school demographic data to determine the school's written translations and interpretation services needed. We currently have less than 1% of our population who've indicated that they speak another language other than English at home.

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

The parents' preferred languages based on our data include: Spanish, Punjabi and Bengali.

Part B: Creating a Communications Calendar

1. 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.)

The documents that require translation include: Parent-Teacher Conference Notices, Parent Updates, Student & Parent Handbooks, Grade Newsletters

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, 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.

We have increased our parent involvement initiative this year: We have parent teacher conference and curriculum night starting in September, November, February and May. We also have monthly parent workshops and parent events like Family Literacy Day, Open Door Tuesdays and every Tuesday evening during parent engagement time.

Part C: Providing Language Assistance Services

1. 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.

We have staff that will engage in oral or written translation needs. We will contact the translation & interpretation unit if we have difficulty meeting the needs of parents who speak language we cannot translate.

2. 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.

To address the interpretation needs of our school, we will utilize on-site interpreters for most of our parent needs. We will utilize over-the-phone interpreters if our teachers are unavailable in providing oral translations. We will use our communication calendar to prepare important documents in various languages in advance using school-based resources.

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.)

We will share this information during our professional development session on Mondays.

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

We distribute all required documents received. We generate copies of important documents in various languages that are necessary for parent communication to parents are aware of services available.

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)

We have parent surveys that we administer throughout the year to get parent feedback on areas of growth or successes. The parent feedback informs our decision-making process like more workshops on Common Core was a request of parents.