2018-19

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

DBN: (i.e. 01M001): 28Q284
School Name: YORK EARLY COLLEGE ACADEMY
Principal: NOAH ANGELES
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: York Early College Academy
School Number (DBN): 28Q284
BEDS Code: 342800011284
Grades Served: 6th – 12th
School Address: 108-35 167th 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: Noah Angeles
UFT Chapter Leader: Lindsay Noey
Parents’ Association President: Dianne Franklyn
SLT Chairperson: Lindsay Noey
Title I Parent Representative (or Parent Advisory Council Chairperson): Belinda Peterkin
Student Representative(s): Renee Ramlochan, Azar Kassim
CBO Representative: N/A

District Information

Affinity Schools CUNY/UA
Geographical District: Affinity Schools
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

Field Support Center (FSC)
Affinity Group:  Executive Director:  Alexandra Anormaliza

Executive Director’s Office Address:  131 Livingston Street, Brooklyn NY 11201 Rm 606

Executive 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 and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noah Angeles</td>
<td>*Principal or Designee</td>
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<tr>
<td>Lindsay Noey</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Dianne Franklyn</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Belinda Peterkin</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>Renee Ramlochan</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Azar Kassim</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>N/A</td>
<td>CBO Representative, if applicable/</td>
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<tr>
<td>Erika Cooper</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Debbie Lopez</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Ann-Marie Lewis</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>Joanne Franco</td>
<td>Member/ Parent</td>
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<tr>
<td>Jessie Wooten</td>
<td>Member/ Parent</td>
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<td>Erica Congioni</td>
<td>Member/ UFT</td>
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<td>Assunta Scalici</td>
<td>Member/ UFT</td>
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<td>Dorrett Coombs</td>
<td>Member/ UFT</td>
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<td>Kim Burnett</td>
<td>Member/ UFT</td>
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<tr>
<td>Deborah Krempa</td>
<td>Member/ CSA</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

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

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
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<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<td><strong>Collaborative Teachers</strong>: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
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<td><strong>Effective School Leadership</strong>: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
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<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
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<tr>
<td><strong>Trust</strong>: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
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The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

School Quality Guide

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

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

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

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

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

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

1. What is your school’s mission statement?

   The Mission of York Early College Academy is to provide a highly supportive and academically challenging learning environment for traditionally under-served, but strongly motivated students who are committed to college and career success. Upon entering sixth grade, college and career preparation is introduced and continually communicated to all students while progressing through a rigorous curricula and instruction centered on critical thinking, research, communication, professional writing, and problem solving.
Our mission will be actualized in an environment where trust is cultivated amongst students, teachers, administrators, staff, parents, and the community.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

York Early College Academy is a Title I Early College public school co-located in South Jamaica Queens. Serving students in grades 6-12, York Early College Academy provides a unique opportunity for all students to earn up to 60 college credits by the time they graduate high school. This opportunity is made available through partnership with the City University of New York’s Early College Initiative and York College. In addition to having access to college level courses, students are also exposed to higher education through frequent college tours both in and out of New York City through York Early College Academy's participation in the Department of Education's College Access for All initiative.

Along with early exposure to college, students at York Early College Academy are also afforded the opportunity to engage in accelerated courses in both Math and Science. Through partnership with the Algebra for All initiative, all students, including Students with Disabilities and English Language Learners take Common Core Algebra in 8th grade. Additionally, all students receive 3 years of Software Engineering through York Early College Academy’s participation in the Computer Science for All program.

Through strategic collaboration and partnerships, York Early College Academy has been successful in developing a culture of high expectations for all students. As a result, York Early College Academy currently holds a 99% graduation rate with 100% of students earning college credits. During the 2018-2019 school year, York Early College Academy will continue to further develop their partnerships and provide accelerated opportunities for all students.

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

York Early College Academy serves all students including students with disabilities, English language learners and students in temporary housing. Students with disabilities include students who receive both related and Integrated co-teaching services. In addition, student with disabilities make up 12% of the student body while both English language learners and students in temporary housing make up less than 1%.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

During the 2017-2018 academic year, York Early College Academy made significant progress within the Framework for Great School's category of Effective School Leadership. This is evidenced by 19% increase of teacher to teacher trust as per the 2017-2018 New York City Learning Environment Survey. During the 2018-2019 school year, York Early College Academy will continue to focus on increasing rigorous instruction and providing accelerated opportunities for all students.
### School Demographics and Accountability Snapshot for 28Q284

#### School Configuration (2018-19)
- **Grade Configuration**: 06,07,08,09,10,11,12
- **Total Enrollment (2017-18)**: 646
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: N/A
- **# SETSS (ELA)**: 13
- **# Integrated Collaborative Teaching (ELA)**: 65
- **# Special Classes (Math)**: N/A
- **# SETSS (Math)**: 16
- **# Integrated Collaborative Teaching (Math)**: 64

#### Demographic - Special Education
- **Students with Disabilities**: White, Hispanic or Latino, American Indian or Alaska Native
- **Economically Disadvantaged**: Students with Disabilities, Hispanic or Latino, American Indian

#### Performance Measures
- **Science Performance at levels 3 & 4 (4th Grade)**: 54.3%
- **5 Year Graduation Rate**: 99.7%
- **Average Teacher Absences**: 6%
- **% Students with Disabilities**: 6%
- **% Title I Population**: 5.0%
- **% Title I Population**: 4.9%
- **% Free Lunch**: 7.2%
- **% Reduced Lunch**: 6.0%
- **% Limited English Proficient**: 1.1%
- **% Students with Disabilities**: 10.5%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 8.5%
- **% Black or African American**: 50.6%
- **% Hispanic or Latino**: 38.0%
- **% White**: 11.6%

#### Personnel (2015-16)
- **Years Principal Assigned to School**: 2.74
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching with Fewer Than 3 Years of Experience**: 6%
- **% Title I Population**: 6.0%

#### ELA Performance at levels 3 & 4
- **Performance**: 68.7%

#### Mathematics Performance at levels 3 & 4 (2018-19)
- **Performance**: 50.3%

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
- **American Indian or Alaska Native**: YES
- **Hispanic or Latino**: N/A
- **White**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: YES

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
- **American Indian or Alaska Native**: YES
- **Hispanic or Latino**: N/A
- **White**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: YES

**Met Adequate Yearly Progress (AYP) in Science (2016-17)**
- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: N/A
- **White**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: NO

**High School**
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: N/A
- **White**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: YES

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: N/A
- **White**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: YES

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: N/A
- **White**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: YES
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

As per the 2014-2015 Quality Review, York Early College Academy (YECA) received a Well Developed in the Instructional Core Domain 1.1. In YECA’s mission to provide rigorous instruction, it was identified that the school was stagnating 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 evidenced this performance trend where the percentage of students earning high school credit was identified as 61.7% 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, YECA expanded the 8th grade Common Core Algebra class to include all students. In addition, YECA included high school Earth Science into the middle school scope and sequence. As a result, 83% of 8th-grade students earned high school credit during the 2016-2017 academic year and 87% earned high school credit during the 2017-2018 academic year.

Although student achievement in 8th grade accelerated courses has increased, it has also been identified that only 17% of students with disabilities are meeting grade-level proficiency in Mathematics and 8% in English Language Arts. In order to improve rigorous instruction and increase positive student outcomes for all students on New York State Assessments, York Early College Academy will implement four cycles of interim assessments during the 2018-2019 academic year and provide targeted support for students with disabilities.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, we will deepen rigor across content areas and grade levels, as evidenced by a 3% increase in students meeting proficiency on Middle and High School New York State Assessments.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education and Special education Teachers</td>
<td>August 2018 - June 2019</td>
<td>Principal Assistant Principals Model Teachers</td>
</tr>
</tbody>
</table>

#### 1. Designing Coherent Instruction:

- Teachers will engage a professional development series that will center on the alignment of unit plans to lesson plans to the curriculum in action.
- Selected co-teaching partnership and general education teachers will be provided with additional professional development on Specially Designed Instruction and Executive Functioning Skills through participation in Teachers College Diagnostic Team Teaching program and New York City Department of Education’s Specially Designed Instruction Pilot program.

#### 2. Curriculum Alignment:

- Middle School Humanities and High School Social Studies teachers will participate in vertical alignment training through the Advanced Placement for All initiative.
- Middle School Math teachers will also engage in vertical alignment training through their participation in the Algebra for All program.
- Content specific teachers who teach Algebra, Geometry and Earth Science will participate in the City University of New York (CUNY) Content PD with a focus on aligning curriculum to the New York State Regents Assessment.

#### 3. Learning Partners Program:

- Selected teachers and administrators will engage in a year-long cycle of learning which will consist of increasing student engagement of students with disabilities with a particular focus on racial equity.

#### 4. Team Teaching:

- Selected Co-Teaching Partnerships will explore best practices in co-teaching through participation in the
Affinity Integrated Co-Teaching Lab Site Program. Teachers will conduct both peer inter visitation in school and at partner schools.

5. Data Driven Instruction:

- Driven By Data Book Study: Teachers will engage in a Text-Based Seminar on Driven by Data and will unpack the theoretical research for using data to drive instructional planning and practices.
- Creating Interim Assessments: Content area teachers will analyze unit assessments and in conjunction with baseline data create interim assessments that match question type and level of rigor found on end of year assessments. Three to four interim assessments will be created to be administered quarterly.
- Data Analysis: Teachers will leverage item analysis data captured from I.O Assessments which will be disaggregated by standard, grade level, SWD, lowest third, reduced-free lunch and race in an effort to support all student subgroups and teachers.
- Data Driven Instruction: As a result of content level and inter-departmental data analysis, close analysis of the individual skill needs of each student will allow teachers to re-teach identified deficient skills more effectively while aligning both student engagement and level of rigor.
- Data Days: Upon completion of a full I.O Assessment training, YEC content level administrators will facilitate Math, Science and Humanities Data Days, which will inform content teachers of the revisions that must be made to the current curriculum.
- Revision of Curriculum: Content level teachers use disaggregated data to revise the curriculum to meet the specific needs of all student subgroups, assign student specific intervention per standard, and support each other in how the revisited content should be re-taught.

1. Extended Learning Opportunities:

- To meet the needs of our Students with Disabilities and English Language Learners, York Early College Academy will provide additional learning opportunities through our Summer, Saturday, Winter and Spring Break Academy Programs.
- Students will be programmed using data from baselines, interim and classroom performance.
- Students will work on standards-based assignments to address deficiencies found in data analysis.
### 2. Student Portfolios:

- Students will gather evidence of their learning by maintaining a portfolio of their work across subjects.
- The content of the portfolio will include artifacts that highlight their achievement as well as identified areas for growth.

### 3. Student Led Conferences:

- Students will utilize their portfolios to conduct a self-assessment and develop an action plan to address identified gaps in their learning.
- Students will be able to articulate to their parents and Student Led Conference advisor their areas of strength, growth, as well as their action plan.

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<td>N/A</td>
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</tbody>
</table>

## 3b – Parent and Family Engagement

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

Between September 2018 and June 2019, York Early College Academy will provide the following workshops for parents to support their understanding of Rigorous Instruction and New York State standards in order to support their children at home:

1. Advanced Placement for All and I.O Albert
2. Interim Assessments
3. Castle Learning
4. Pupil Path
5. NYC DOE Student Account
6. Student Portfolios
7. Students Led Conferences
8. High School Graduation Requirements

## 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.

### 1. Human Resource:

- Administration: Vertical supervision of content across grade levels will be divided between two Assistant Principals. In addition, a separate Assistant Principal of Special Education will oversee and support Special
Education instruction, compliance and the Student Support Services Department as well as coordinate the early college program.

- Teachers: Each grade level will have one Learning Specialist assigned to support Students with Disabilities on each grade.
- Student Support Services: Guidance Counselors and Social Workers will be assigned to two grade levels and will coordinate the social and emotional supports for students.
- Dean of students will collaborate with stakeholders to support the social and emotional development of students across all grades.

2. Instructional Support:

- Academic Intervention Software, Castle Learning, I.O Albert
- Driven By Data Book
- Rubicon Atlas
- STEM Strategies
- I.O Education
- Engage New York
- CUNY Content Professional Development
- Landmark College Professional Development

3. Schedule Adjustments:

- Grade level teams meet once per week.
- Learning Specialist and General Ed teachers are scheduled to Co-Plan once per week.
- Pupil Personnel Team scheduled to meet two times per month.
- Teachers’ Circular 6 assignment supports small group instruction.

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

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<thead>
<tr>
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</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

**By February 2019, 2% of students will demonstrate growth in content specific standards from interim assessment one to interim assessment two.**

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

**Interim Assessment results and scholarship reports will be used as the instrument to assess progress.**

Part 5c. In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

As per the suspension data from the Office of School Youth and Development, York Early College Academy has been successful in reducing suspensions over the past five years from 65 to 22. Although student suspensions have been reduced, it has been recognized that there was an increase in “Teacher Removals” from 23 in 2016-2017 to 31 during the 2017-2018 school year. 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 teacher removals and build student advocacy.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will deepen supports for student on task behavior, as evidenced by a decrease in "Teacher Removals", from 31 to 25, as measured by the New York City Department of Education’s annual suspension report.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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<th>Key Personnel</th>
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<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>All Students</td>
<td>August 2018- June 2019</td>
<td>Principal, Assistant Principal, Teachers, Dean of Students, Parent Coordinator, School Aide, School Social Worker, Guidance Counselor</td>
</tr>
</tbody>
</table>

1. **Peer Mediation Program:**
   - Thirty students and two staff members will be trained in how to resolve conflict using peer mediation.
   - Students who are trained will facilitate productive discourse amongst students who are experiencing conflict.
   - Selected staff members will oversee the process and provide support when necessary.
   - Staff members will maintain records of peer mediations conducted and will follow up accordingly.

2. **Therapeutic Crisis Intervention for Schools:**
   - Each grade will have designated staff member trained in TCIS and will support colleagues in the de-escalation process.
   - Every Learning Specialist will attend the TCIS training which will support their understanding of students who are in crisis and provide strategies on how to de-escalate a situation.

3. **Positive Behavior Intervention System:**
   - PBIS is a positive behavior plan where students learn ideal behaviors and are rewarded for demonstrating them in their school environment.
   - Students will be taught positive behaviors through a school-based PBIS Matrix. The Matrix is a rubric for behaviors that should be utilized in all rooms and areas of the school (i.e. classroom, cafeteria, hallway, dismissal, recess).
   - Students will receive positive feedback from teachers in the form of a reward (i.e. trips, student store, lunch with a teacher, homework pass, dress down day).

4. **Metacognitive Activities:**
Students will engage in mindfulness activities that will support positive behavior and classroom engagement through Brain Power Education.

Students will participate in a series of workshops provided by Elevate Education that will increase their executive functioning skills through learning strategies to set goals and manage their time.

5. Affinity Groups:

Through strategic collaboration with the Southern Queens Park Association, Greater Ridgewood Youth Council, as well as the My Brother’s Keeper and Pretty Brown Girls organizations, students who share similar interests will be provided a safe space to engage in dialogue and team building activities with their peers.

6. Experiential Learning:

Students will be provided the opportunity to engage in experiential learning through the strategic coordination of trips aligned to course content being covered in class. Such trips will include a visit to the World Trade Center, Taconic Science Educational Center, American Revolutionary Sites in Philadelphia, etc...

Students will also engage in trips and activities aligned to the school’s college and career mission. Every grade will engage in one to two college trips and participate in a school-wide career day.

1. Pupil Personnel Team:

The team is composed of the Assistant Principal of Special Education, Psychologist, Family Worker, School Social Worker, Guidance Counselor, Dean, Special Education Liaison, Special Education Teacher, General Education Teacher, and Speech Provider.

The purpose of the team is to provide academic, social, and/or behavioral support to at-risk students.

Teachers are invited to meetings to discuss concerns with at-risk students, and as a team, brainstorm an action plan with supports per York Early College Academy’s Response to Intervention Matrix.

The team revisits the action plan to evaluate the effectiveness of the supports as measured by student performance and teacher data. From there, next steps are generated to either intensify or lessen the supports, or refer to the special education process.

Parents are in constant communication with the case manager regarding current performance, progress, and/or concerns.
### 2. School Implementation Team:

- The team is composed of the Assistant Principal of Special Education, Psychologist, Family Worker, School Social Worker, Guidance Counselor, Dean, Special Education Liaison, Special Education Teacher, General Education Teacher, and Speech Provider.
- The purpose of this team is to review current students’ IEPs and evaluate the appropriateness of the recommended services.
- If it is determined that the student needs additional services, the team will reconvene with the parent to make adjustments.

### 3b – Parent and Family Engagement

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

Between September 2018 and June 2019, York Early College Academy will provide the following workshops for parents to support their understanding of supportive environment in order to support the whole child:

- Brain Power
- Elevate Education
- Peer Mediation
- College and Career Program
- PPT Process
- TCIS

### 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.

#### 1. Human Resource:

- **Administration:** Vertical supervision of content across grade levels will be divided between two Assistant Principals. In addition, a separate Assistant Principal of Special Education will oversee and support Special Education instruction, compliance and the Student Support Services Department as well as coordinate the early college program.
- **Teachers:** Each grade level will have one Learning Specialist assigned to support Students with Disabilities on each grade.
- **Student Support Services:** Guidance Counselors and Social Workers will be assigned to two grade level and will coordinate the social and emotional supports for students.
- **Dean of students** will collaborate with stakeholders to support the social and emotional development of students across all grades.

#### 2. Instructional Support:
3. Schedule Adjustments:

- Grade level teams meet once per week
- Learning Specialist and General Ed teachers are scheduled to Co-Plan once per week.
- Pupil Personnel Team and School Implementation Team scheduled to meet one time per month.
- Campus Safety Committee scheduled to meet once per month.
- Peer Mediation schedule will be created to indicate when mediation session will be available throughout the school day.

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
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<tbody>
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Part 5 – Progress Monitoring

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

*By February 2019 there will be a reduction in “Teacher Removals” from 31 to 12.*

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

*Suspension Data Reports from the Online Occurrence Reporting System (OORS) will be used as the instrument to assess progress.*

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

According to the data from the New York City Department of Education school Quality report, 99% of students at York Early College Academy are graduating high school in four years, and 89% are entering college without needing remediation in English or Math. Although York Early College Academy students are outperforming the city and state on both the graduation and college readiness metrics, it was recognized that during the 2017-2018 school year, only 87% of 9th-grade students in the lowest third were earning 10 or more credits.

Through opportunities for strategic collaboration, teachers at York Early College Academy will work collectively to support 9th grade students in the lowest third as they transition to high school.

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

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, effective teacher collaboration will lead to improved student achievement as evidenced by a 3% increase in 9th grade students in the lowest third earning 10 or more credits from 87% to 90%.
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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. Designing Coherent Instruction:

- Teachers will engage a professional development series that will center on the alignment of unit plans to lesson plans to the curriculum in action.
- Selected co-teaching partnership and general education teachers will be provided with additional professional development on Specially Designed Instruction and Executive Functioning Skills through participation in Teachers College Diagnostic Team Teaching program and New York City Department of Education's Specially Designed Instruction Pilot program.

Target Group(s)
All Teachers

Timeline
August 2018 - June 2019

Key Personnel
Principal
Assistant Principals
Model Teachers

2. Curriculum Alignment:

- Middle School Humanities and High School Social Studies teachers will participate in vertical alignment training through the Advanced Placement for All initiative.
- Middle School Math teachers will also engage in vertical alignment training through their participation in the Algebra for All program.
- Content specific teachers who teach Algebra, Geometry and Earth Science will participate in the City University of New York (CUNY) Content PD with a focus on aligning curriculum to the New York State Regents Assessment.

3. Learning Partners Program:

- Selected teachers and administrators will engage in a year long cycle of learning which will consist of increasing student engagement of students with disabilities with a particular focus on racial equity.

4. Team Teaching:

- Selected Co-Teaching Partnerships will explore best practices in co-teaching through participation in the Affinity Integrated Co-Teaching Lab Site Program.
Teachers will conduct both peer inter visitation in school and partner schools.

5. Data Days:
- Teachers will engage in cycles of learning through systematically analyzing data quarterly and making adjustments to their curricula to reflect the needs of their students. In addition, teachers will develop and implement re-teach action plans aligned to interim assessment results.

1. Extended Learning Opportunities:
- To meet the needs of our Students with Disabilities and English Language Learners, York Early College Academy will provide additional learning opportunities through our Summer, Saturday, Winter and Spring Break Academy Programs.
- Students will be programmed using data from baselines, interim and classroom performance.
- Students will work on standards based assignments to address deficiencies found in data analysis.

2. Student Portfolios:
- Students will gather evidence of their learning through maintaining a portfolio of their work across subjects.
- The content of the portfolio will include artifacts that highlight their achievement as well as identified areas for growth.

3. Student Led Conferences:
- Students will utilize their portfolios to conduct a self assessment and develop an action plan to address identified gaps in their learning.
- Students will be able to articulate to their parents and Student Led Conference advisor their areas of strength, growth, as well as their action plan.
3b – Parent and Family Engagement

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

Between September 2018 and June 2019, York Early College Academy will provide the following workshops for parents to support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home.

1. Advance Placement for All and I.O Albert
2. Interim Assessments
3. Castle Learning
4. Pupil Path
5. NYC DOE Student Account
6. Student Portfolios
7. Students Led Conferences
8. High School Graduation Requirements

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.

1. Human Resource:
   - Administration: Vertical supervision of content across grade levels will be divided between two Assistant Principals. In addition, a separate Assistant Principal of Special Education will oversee and support Special Education instruction, compliance and the Student Support Services Department as well as coordinate the college
   - Teachers: Each grade level will have one Learning Specialist assigned to support Students with Disabilities on each grade.
   - Student Support Services: Guidance Counselors and Social Workers will be assigned to two grade levels and will coordinate the social and emotional supports for students.
   - Each grade will have a designated teacher team leader that will support the facilitation of grade team meetings.

2. Instructional Support:
   - Academic Intervention Software, Castle Learning, I.O Albert
   - Rubicon Atlas
   - STEM Strategies
   - I.O Education
   - Engaged New York
   - CUNY Content Professional Development
   - Landmark College Professional Development

3. Schedule Adjustments:
   - Grade level teams meet once per week.
   - Learning Specialist and General Education teachers are scheduled to Co-Plan once per week.
- Pupil Personnel Team and School Implementation Team scheduled to meet one time per month.
- Teachers’ Circular 6 assignment supports small group instruction.

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### Part 5 – Progress Monitoring

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

*By February 2019, 88.5% of 9th grade students in the lowest third will be passing all classes in core subject areas.*

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

Scholarship reports will be used as the instrument to assess progress.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
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Using the New York City Department of Education Learning Environment Survey, it was identified that 60% of teachers perceived the programs at York Early College Academy to be coherent during the 2016-2017 school year. As a result of strategic programming and targeted professional development, York Early College Academy experienced a 21% increase from 60% to 81% of positive responses on the Learning Environment Survey to questions that assess teachers’ perception of school-wide coherence. In continuing to promote and build school-wide coherence, York Early College Academy will focus on norming instructional practices and systemizing it’s approach to celebrating student achievement.

Part 2 – Annual Goal

<table>
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<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
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<td>By June 2019, York Early College Academy will build school-wide program coherence as evidenced by a 4% increase in positive responses on the School Learning Environment Survey to questions that assess teachers' perception of school-wide coherence from 81% to 85%.</td>
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## Part 3a – Action Plan

<table>
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<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
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| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |

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| All Staff | August 2018 - June 2019 | Principal  
Assistant  
Principals  
Grade Team Leaders |

### 1. Designing Coherent Instruction:

- Teachers will engage in a professional development series that will center on the alignment of unit plans to lesson plans to the curriculum in action.  
- Selected co-teaching partnerships and general education teachers will be provided with additional professional development on Specially Designed Instruction and Executive Functioning Skills through participation in Teachers College Diagnostic Team Teaching program and New York City Department of Education’s Specially Designed Instruction Pilot program.

### 2. Curriculum Alignment:

- Middle School Humanities and High School Social Studies teachers will participate in vertical alignment training through the Advanced Placement for All initiative.  
- Middle School Math teachers will also engage in vertical alignment training through their participation in the Algebra for All program.  
- Content specific teachers who teach Algebra, Geometry and Earth Science will participate in the City University of New York (CUNY) Content PD with a focus on aligning curriculum to the New York State Regents Assessment.

### 3. Norming of Universal Agenda:

- As a result of the professional development on instructional planning, teachers at York Early College Academy will re-create the school’s Universal Agenda to reflect YECA 2.0

### 4. Norming of Student Portfolios:

- Grade level teams will work collaboratively to decide on content to be collected for student portfolios.
• Grade level teams will select either a group of students or the entire grade to pilot student portfolios.
• Grade level teams will decide on the use of either e-portfolios or paper portfolios

5. Norming of Student Led Conferences:

• Grade level teams in collaboration with the administration will develop systems and structures to implement student-led conferences.
• Grade level teams will select either a group of students or the entire grade to pilot student-led conferences.
• Grade level teams will implement student-led conference script or create their own.
• Grade level teams will schedule student-led conferences during either the second or third parent-teacher conference.

6. Norming of Celebrating Student Achievement:

• Grade level teams will work collectively to establish criteria for awards that celebrate student achievement at York Early College Academy.
• Ceremonies and programs that celebrate student achievement and promote positive behavior will also be normed and communicated to families.

| N/A |  |  |
| N/A |  |  |
| N/A |  |  |

3b – Parent and Family Engagement

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

Between September 2018 and June 2019, York Early College Academy will provide the following workshops for parents to support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement.

1. Student Led Conferences
2. Student Portfolios
3. Ceremonies and Awards

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.
1. Human Resource:

- Administration: Vertical supervision of content across grade levels will be divided between two Assistant Principals. In addition, a separate Assistant Principal of Special Education will oversee and support Special Education instruction, compliance and the Student Support Services Department as well as coordinate the early college program.
- Teachers: Each grade level will have one Learning Specialist assigned to support Students with Disabilities on each grade.
- Student Support Services: Guidance Counselors and Social Workers will be assigned to two grade levels and will coordinate the social and emotional supports for students.
- Dean of students will collaborate with stakeholders to support the social and emotional development of students across all grades.
- Each Grade will have a designated grade team leader.

2. Instructional Support:

- Rubicon Atlas
- STEM Strategies
- I.O Education
- Engage New York
- CUNY Content Professional Development
- Landmark College Professional Development

3. Schedule Adjustments:

- Grade level teams meet once per week.
- Assistant Principals meet with grade team facilitators twice a month.
- Learning Specialist and General Ed teachers are scheduled to Co-Plan once per week.
- Pupil Personnel Team scheduled to meet two times per month.
- Instructional Cabinet meets two to three times a month.
- Administrative cabinet meets one time a week.

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

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Part 5 – Progress Monitoring

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

By February 2019, 83% of teachers will respond positively to an internal survey that assesses their perception of school-wide coherence.

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

Internal survey will be used as the instrument to assess progress.
Part 5c. In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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, the percentage of parents being asked to volunteer time to support the school has stagnated. This is evidenced by the New York City Department of Education's Learning Environment survey, which shows that over the past two years, 72% of parents indicated that they were asked to volunteer time to support the school.

During the 2018 - 2019 School Year, York Early College Academy will focus on strategically developing opportunities for the school and parents to partner together to increase positive outcomes for all students.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, York Early College Academy will deepen meaningful opportunities for families to play an active role in the school community as evidenced by a 3% increase in positive responses on the School Learning Environment Survey to the question, “Parents/ Guardians were asked to volunteer time to support this school”, from 72% to 75%.</td>
</tr>
</tbody>
</table>
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All parents | August 2018 - June 2019 | Principal  
Assistant Principal  
Parent Coordinator  
PTA Executive Board |

Parent Engagement:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| • In collaboration with the PTA Executive Board, Teachers and Administration, a list of school-wide events will be provided to the school community. Parents will be given an opportunity to register to volunteer at an event of their choosing.  
• In addition, notification of upcoming events and opportunities to volunteer at events will be communicated via email, website, and phone messenger.  
• Parents will also be invited to "Coffee with the Principal" to discuss and provide feedback on school policies.  
• Teachers will be required to have a minimum of two parent chaperons on trips.  
• Using electronic software, parents will be able to indicate their reason for visiting the school when they sign in. Through the software, we will be able to track and monitor how many parents are visiting the school to volunteer. | All parents | August 2018 - June 2019 | Principal  
Assistant Principal  
Parent Coordinator  
PTA Executive Board |

3b – Parent and Family Engagement

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

1. The Greater Ridgewood Youth Council  
2. Southern Queens Parks Association  
3. New York City Police Department Explorers Program  
4. York College

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.

1. Human Resource:
• Administration: There will be one administrator assigned to support parent concerns in the middle school, high school, and college.
• Student Support Services: Guidance Counselors and Social Workers will be assigned to two grade levels and will coordinate the social and emotional supports for students.
• Parent Coordinator and Dean of students will collaborate with parents across all grades to support the needs of students and their families.

2. Instructional Support:

• Academic Intervention Software, Castle Learning, I.O Albert

3. Schedule Adjustments:

• Grade level teams will utilize Tuesday parent engagement time to meet with parents.
• Time will be allocated to support parent learning walks and coffee with the Administration.

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

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

### Part 5 – Progress Monitoring

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

By February 2019, there will be a 1.5% increase in parents who have been asked to volunteer time to support the school from 72% to 73.5%.

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

**Envoy Data Reports will be used as the instrument to assess progress.**

#### Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>All students performing below the median scale score between a level 2/partially proficient and a Level 3/ proficient on New York State Assessments</td>
<td>Summer Academy, Saturday Academy, Tutoring, APEX</td>
<td>Small Group Instruction, One to One Tutoring</td>
<td>During School, After School</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>All students performing below the median scale score between a level 2/partially proficient and a Level 3/ proficient on New York State Assessments</td>
<td>Summer Academy, Saturday Academy, Tutoring, APEX</td>
<td>Small Group Instruction, One to One Tutoring</td>
<td>During School, After School</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Below 65 on Report Card Grades</td>
<td>Summer Academy, Saturday Academy, Tutoring, APEX</td>
<td>Small Group Instruction, One to One Tutoring</td>
<td>During School, After School</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Below 65 on Report Card Grades</td>
<td>Summer Academy, Saturday Academy, Tutoring, APEX</td>
<td>Small Group Instruction, One to One Tutoring</td>
<td>During School, After School</td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Tutoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
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<td></td>
</tr>
<tr>
<td>Failing 3 or more courses on the Report Card</td>
<td>Counseling</td>
<td>One to One</td>
<td>During School</td>
<td></td>
</tr>
<tr>
<td>Excessive Absences</td>
<td>Conflict Resolution</td>
<td>Small Group</td>
<td>After School</td>
<td></td>
</tr>
<tr>
<td>Excessive Dean's Referrals</td>
<td>Anger Management</td>
<td>Large Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Skills</td>
<td>Family</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Study Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Managing Stress and Anxiety</td>
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</tr>
</tbody>
</table>

Tutoring APEX
**Section 7: Support for Students in Temporary Housing (STH)**

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

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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>As per data from the Automate the Schools (ATS) data systems, York Early College currently has 4 students enrolled who are in temporary housing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>1. Individual and Group Counseling</td>
<td></td>
</tr>
<tr>
<td>2. Before and After School Tutoring</td>
<td></td>
</tr>
<tr>
<td>3. Saturday Test Prep</td>
<td></td>
</tr>
<tr>
<td>4. Participation in After School Sports and Enrichment Programs.</td>
<td></td>
</tr>
</tbody>
</table>

**Part B: FOR NON-TITLE I SCHOOLS**

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
</table>

2018-19 CEP
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

N/A
Section 8: Title I Program Information

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Our partnership with York College makes York Early College Academy a popular site for aspiring teachers. Instructors at York Early College Academy 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. In addition, through our partnership with CUNY’s Early College initiative, our senior teachers are able to participate in advanced leadership professional development. This opportunity has led to high retention of our most highly qualified 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 given the opportunity to provide feedback on the use of assessments the school will use to measure student learning. In addition, the Professional Development Committee meets throughout the school year to analyze the effectiveness of the school-wide professional development plan and address any gaps.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$276,688.00</td>
<td>X</td>
<td>5A, 5B, and 5C</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**Explanation/Background:**

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

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

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

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

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.

<table>
<thead>
<tr>
<th>Tax Levy (FSF)</th>
<th>Local</th>
<th>3,370,058 X 5A, 5B, 5C, 5D, and SE</th>
</tr>
</thead>
</table>
**Important Note:** The following funds *may not* be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

**Parent and Family Engagement Policy**

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 Elementary and Secondary School Act (ESSA) 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.

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**Support for Parents and Family Members of Title I Students**

**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

### Parental Involvement and School Quality

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary School 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;

---

**Encouraging School-Level Parental Involvement**

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

● holding an annual Title I Parent Curriculum Conference;

● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

● supporting or hosting Family Day events;

● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

● encouraging more parents to become trained school volunteers;

● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

● providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

---

**School-Parent Compact (SPC)**

York Early College Academy, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) 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: High Quality Curriculum

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 Elementary and Secondary School (ESSA) Act;

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status, 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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

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 Elementary and Secondary School Act Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities
● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

● check and assist my child in completing homework tasks, when necessary;

● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

● set limits to the amount of time my child watches television or plays video games;

● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

● encourage my child to follow school rules and regulations and discuss this Compact with my child;

● volunteer in my child’s school or assist from my home as time permits;

● participate, as appropriate, in the decisions relating to my child’s education;

● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department 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

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.
**Part I: School ELL Profile**

### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Queens</td>
<td>284</td>
</tr>
</tbody>
</table>

**School Name** York Early College Academy

### B. Language Allocation Policy Team Composition

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Noah Angeles</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Deborah Krempa</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Nelva Infante</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Wilsa Taveras</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Parent type here</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>type here</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Field Support Center Staff Member type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Fred Walsh</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

### C. Teacher Qualifications

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

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

### D. Student Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>653</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>4</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>0.61%</td>
</tr>
</tbody>
</table>

Note: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the *English Language Learner Policy & Reference Guide*. 

**English Language Learner Policy & Reference Guide**

For additional information, refer to the **English Language Learner Policy & Reference Guide**.
## Part II: ELL Demographics

### A. ELL Programs

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Y</th>
<th>N</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<tbody>
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## Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   York Early College Academy will use a research based program, iReady, 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.

2. What structures do you have in place to support this effort?
   All English teachers include assignments on iReady as part of their weekly instruction. In addition, teachers build in time to conference with students on their current performance and establish an individualized plan to support growth.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
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.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Once summative data has been gathered, our ENL teacher will make appropriate adjustments to the supports such as increasing one on one conferencing time, small group instruction, and assigning additional assignments on iReady that target specific skills.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
   Not applicable. We are a middle school high school

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

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   We will review this data prior to the start of school and build an ENL program that supports our findings.

---

**Part IV: ELL Programming**

### Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   - Freestanding ENL program.
     - At York Early College, we engage in the collaborative and push-in co-teaching model for instruction.
     - The program model for all students consists of traveling as a grade block in heterogeneous groupings.
   - TBE program. *If applicable.*
     - n/a
   - 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?
   - 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 follow a push-in model for our students. Our students are heterogeneously grouped, providing the opportunity for students to learn from each other through collaboration and modeling.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   n/a

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status
   
   c. In 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.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
   Teachers engage in modeling, read-alouds, chunking of text, small-group instruction and other research based best practices to support students in accessing content.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   We use the push-in model for ELL services.

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

9. Based on data and trends, 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.

10. If you had a bilingual program, what was the reason you closed it?
    n/a

11. 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.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
    We utilize IREADY, TENMARKS, as technology support for our ELLs.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
    n/a

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
    York Early College Academy uses appropriate services based on resource and service recommendations, eg. Lexile levels, leveled texts etc.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
    We utilize IREADY, TENMARKS, as technology support for our ELLs.
16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

York Early College Academy 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 and fall festival as beginning of year activities for our new students.

17. What language electives are offered to ELLs?
The only foreign language offered is Spanish.

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

n/a

---

**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards? We often outsource our training for teachers of ELLs. Teachers have attended district trainings facilitated by the DOE and private training at Teachers College, etc.

   Teachers attend trainings 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 activities, and other literacy strategies that support improved reading comprehension.

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

   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. For the past two years, we've offered professional development focused on curriculum writing which emphasizing differentiation and multiple entry points. We're also currently providing a year long series on Special Education with a focus on Integrated Co Teaching Models and Co Planning.

---

**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 to parents of ELLs. Those meetings provide focused conversations about student performance and progress goals in core subjects. The school also uses an online gradebook data system 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. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We only have 4 ELL parents.

Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

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

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

**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.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noah Angeles</td>
<td>Principal</td>
<td></td>
<td>9/13/18</td>
</tr>
<tr>
<td>Deborah Krempa</td>
<td>Assistant Principal</td>
<td></td>
<td>9/13/18</td>
</tr>
<tr>
<td>Linda Perry</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/13/18</td>
</tr>
<tr>
<td>Nelva Infante</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>9/13/18</td>
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<tr>
<td>Dianne Franklyn</td>
<td>Parent</td>
<td></td>
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<tr>
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<tr>
<td>Fred Walsh</td>
<td>Superintendent</td>
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<td></td>
<td>Field Support Center Staff Member</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 28Q284  School Name: York Early College Academy  Superintendent: Fred Walsh

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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

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

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

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

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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
The parents’ preferred languages based on our data include: Spanish, Punjabi and Bengali.

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

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
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</thead>
<tbody>
<tr>
<td>The documents that require translation include: Parent-Teacher Conference Notices, Parent Updates, Student &amp; Parent Handbooks, Grade Newsletters</td>
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</table>

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

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

Part C: Training Staff on Policies and Procedure

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

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.