



VOYAGES PREPARATORY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: VOYAGES PREPARATORY
ADDRESS: 45-10 94TH STREET
TELEPHONE: 718-271-7851
FAX: 718-271-8549

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342400011744 **SCHOOL NAME:** VOYAGES Preparatory

SCHOOL ADDRESS: 45-10 94TH STREET, QUEENS, NY, 11373

SCHOOL TELEPHONE: 718-271-7851 **FAX:** 718-271-8549

SCHOOL CONTACT PERSON: JOAN KLINGSBERG **EMAIL ADDRESS:** JKlingsberg@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Randi Gurka

PRINCIPAL: JOAN KLINGSBERG

UFT CHAPTER LEADER: Michael Cardona

PARENTS' ASSOCIATION PRESIDENT: Janet Garrett

STUDENT REPRESENTATIVE:
(Required for high schools) Tiffany Lucas

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** New Visions for Public Schools

NETWORK LEADER: Derek Smith/Amanda Lurie/Enid Serrano

SUPERINTENDENT: FRANCESCA PENA

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Joan Klingsberg	Principal	Electronic Signature Approved.
michael cardona	UFT Chapter Leader	Electronic Signature Approved.
randi gurka	UFT Member	Electronic Signature Approved.
janet garret	Title I Parent Representative	Electronic Signature Approved.
iva ryans	Parent	Electronic Signature Approved.
luz rios	Parent	Electronic Signature Approved.
denea fleary	Student Representative	Electronic Signature Approved.
inez lalane	Student Representative	Electronic Signature Approved.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

□ VOYAGES Preparatory High School is dedicated to providing a Viable Option for Young Adults to Grow, Excel, and Succeed. We are committed to creating and cultivating a cohesive community of learners that is small, safe, supportive, and standards-based. Our fundamental goal is to engage and empower all our students so they develop the habits of mind that will enable them to maximize their unique academic, social, and emotional potentials and live successful and satisfying lives. Our partnerships with community organizations and provision of a rigorous, relevant, and responsive curriculum allow us to meet the diverse needs and interests of each and every one of our students.

Key Components of School Design:

VOYAGES High School is grounded in four principles: equity, energy, expectations, and ensemble (Farina, 2004). The key components of our school design that will assist us in nurturing these principles are:

- Small, safe, and student-centered school environment
- Strong partnership with the Queens Community House, an exemplary community-based organization
- Clear mission and explicit, consistent boundaries for behavior
- Entrance "interviews" and individualized learning plans
- 3- 12 week cycles (excluding an optional summer school program) to maximize credit accumulation
- Consistent adherence to youth development principles and core values
- Distributive leadership and democratic community
- Integrated curriculum that can lead to an advanced Regents diploma and promotes intellectual skills, intrapersonal skills, and interpersonal skills
- Collaboration/common prep time for all adults
- Explicit expectations for academic performance
- On-going assessments (diagnostic, formative, and summative) including bi-weekly numeric and narrative feedback and conferencing
- Advisory program
- On-going, school-based professional development grounded in students' and staff's needs
- Opportunities for community service, apprenticeships, and internships
- Reciprocal home and community relations
- Academic, cultural, and personal celebrations

Educational Model:

Our educational model is grounded in the concepts of constructivism, collaboration, and cooperation. The specific features that will facilitate the advancement of these concepts are:

- Inquiry based instruction that encourages students to be active researchers and maximize their individual cognitive strengths
- Use of multicultural, interdisciplinary essential questions grounded in relevant concepts and themes
- Integrated curricula allowing for the same concepts and themes to be discussed and analyzed from different discipline perspectives and for reading, writing, critical thinking and technology to be infused across the curriculum
- Use of a variety of instructional techniques and strategies including cooperative learning, scaffolding, and modeling
- Individual lessons designed using the Workshop Model and Backwards Design format
- Heterogeneous grouping and differentiated instruction based on students' readiness, interests, intelligences, and learning styles
- Challenging yet achievable (within each students' zone of proximal development) activities and assignments with respective rubrics
- Promotion of accountable talk
- On-going diagnostic assessments to identify students' existing knowledge and interests and to facilitate connections between content and real-world experiences
- On-going formative assessments to assist teachers in identifying the next steps
- Timely summative assessments to prepare students for Regents and SAT examinations
- Integration of youth development and learning to work into classroom activities
- Enrichment activities including field trips and guest speakers

Support Structures:

Extensive research documents the important role of a consistent, caring adult presence in fostering youth resilience. This practice forms the basis of the support structure for students at VOYAGES. The student support structures revolve around the assignment of each student to a primary person. The primary person meets with the student at least twice a month through individual and group meetings, and is available as needed, as often as daily. The primary person is the staff person who knows the student best and is the primary advocate and liaison to other services and supports within and outside of the program. The student meets the primary person at intake; they work together to create and implement a post-graduation plan. The collaboration between QCH and DOE staff, and frequent formal conferencing about student progress is key to the student support structure. As part of the Learning to Work initiative of the Office of Multiple Pathways, all students receive college and career counseling as well as opportunities for a paid internship.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	VOYAGES Preparatory								
District:	24	DBN #:	24Q744	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K		0	0			TBD	TBD		
Kindergarten		0	0						
Grade 1		0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3		0	0			92.53	TBD		
Grade 4		0	0						
Grade 5		0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7		0	0			55.7	72		
Grade 8		0	0						
Grade 9		32	69	Students in Temporary Housing - Total Number:					
Grade 10		21	61	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11		31	60			1	TBD		
Grade 12		67	9						
Ungraded		0	0	Recent Immigrants - Total Number:					
Total		151	199	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
						12	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes		0	0	Principal Suspensions		15	TBD		
# in Collaborative Team Teaching (CTT) Classes		0	0	Superintendent Suspensions		1	TBD		
Number all others		5	2						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants					
						0	0		
						0	0		

# in Transitional Bilingual Classes		0	0				
# in Dual Lang. Programs		0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only		13	14	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs		0	0	Number of Teachers		9	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals		4	TBD
				Number of Educational Paraprofessionals		0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		27	TBD	% fully licensed & permanently assigned to this school		100	TBD
				% more than 2 years teaching in this school		0	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere		22.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher		67	TBD
American Indian or Alaska Native		0.7	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)		93.9	TBD
Black or African American		28.5	28.1				
Hispanic or Latino		55	57.3				
Asian or Native Hawaiian/Other Pacific Isl.		7.9	7				
White		7.3	6.5				
Multi-racial							
Male		56.3	53.8				
Female		43.7	46.2				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		X	
Math:				Math:		X	
Science:				Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students				X	X		
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				-	-		
Hispanic or Latino				Ysh	Ysh		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial							
Students with Disabilities				-	-		
Limited English Proficient					-		
Economically Disadvantaged				X	X		
Student groups making AYP in each subject				1	1		

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09	Quality Review Results - 2008-09
Overall Letter Grade	Overall Evaluation:
Overall Score	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 25% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	Quality Statement 5: Monitor and Revise

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Based on the data available to us now (Learning Environment Survey completion rates, Quality Review findings, student credit accumulation and regents rates), our strengths, accomplishments and areas for growth are as follows:

Strengths as per our Quality Review:

Our "curriculum offers a wide range of challenging experiences and choice including the arts." It is "effectively aligned to State standards and emphasizes writing."

Our "staff generates and uses a wide range of relevant data across all subjects to understand student performance, progress and learning needs" and the "achievement and success of students is a central focus of the whole school community."

Our school "utilizes a wide array of support services and community-based organizations to foster academic enrichment and interventions to accelerate the personal growth of students."

Accomplishments:

As per the LES we are well over the city average response rate for staff, students and parents.

Our average monthly attendance rate improved from last year and is among the highest for all transfer schools.

We graduated 45 students this year, up from 11 students last year. This number is also among the highest in the city for transfer schools.

We received a "well-developed" on our Quality Review. For a second year school, this is quite the accomplishment.

We are very proud of our safe, supportive and standards-based school and look forward to improving in the following areas:

Areas for Growth as per our Quality Review:

Further align curriculum with State standards and skills

MARCH 2011

Refine the data collection system to ensure that teachers know individual students' needs and strengths to support targeted instruction

Evaluate and adjust the way in which the school uses its assessment data as a management tool to share information around student performance.

Extend and expand communication with parents to increase their capacity to assist in their child's learning.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By <input type="checkbox"/> June, 2011, our average monthly attendance will exceed the 2009-2010 monthly average of 75.3% as measured by ATS.	<input type="checkbox"/> Our average monthly attendance will exceed last year’s rate of 75.3%
<input type="checkbox"/> By <input type="checkbox"/> June, 2011, we will have created, populated and met the needs of a part-time CTT cohort as measured by their individual IEPs.	<input type="checkbox"/> We will create, populate and meet the needs of a part-time CTT cohort
<input type="checkbox"/> By <input type="checkbox"/> June, 2011, we will have created twelve 2-3 week state aligned units of study as measured by the New York State Regents Exam.	<input type="checkbox"/> We will implement backwards design in creation of ELA, History and Math curricula
<input type="checkbox"/> By <input type="checkbox"/> June, 2011, we will have conducted a minimum of 5 parent workshops.	<input type="checkbox"/> We will encourage and support family involvement and use of ARIS

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

Attendance

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By <input type="checkbox"/> June, 2011, our average monthly attendance will exceed the 2009-2010 monthly average of 75.3% as measured by ATS.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Generate bi-monthly progress reports for every student.</p> <ul style="list-style-type: none"> • Set, monitor and appropriately revise literacy and/or numeracy SMART goals for our most at-risk/inquiry team students. • Conduct bi-monthly one-to-one meetings between counselor and student to discuss progress reports and update/revise any SMART goals. • Collect and continually analyze various attendance and achievement data by teacher and period as well as by individual student. • On-going PD on best practices for promoting adolescent literacy and numeracy. • On-going assessment and subsequent discussion of students' strengths and challenges. • Create and maintain viable incentive system for student achievement including but not limited to game room privileges, trips, gift certificates, and award ceremonies.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</p>	<p><input type="checkbox"/> our budget covers a full-time attendance teacher as well as contracted services through multiple CBOs.</p>

<i>action plan.</i>	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Actual production, distribution and discussion of bi-weekly progress reports as per posted and distributed schedule. • Actual production, distribution and discussion of daily attendance reports. • Actual creation and on-going modification of specific SMART goals for at-risk students.

**Subject Area
(where relevant) :**

Students with Disabilities

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By <input type="checkbox"/> June, 2011, we will have created, populated and met the needs of a part-time CTT cohort as measured by their individual IEPs.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Conduct entrance interviews with all CTT candidates over Summer, 2010. • Assess students in indentified areas of need as per their individual IEPs. • Hire a highly-qualified Special Education Teacher by August, 2010. • Introduce students to teachers and counselors by August, 2010. • Create individual action plans to ensure the success of each student. • Provide on-goin and in-house PD to support teachers, counselors and students throughout the year. <input type="checkbox"/>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> We have allocated extensive funds to materials as well as per-session for additional planning time. We also have allocated funds for outside PD.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Actual creation and implementation of units. • Minutes from departmental meetings.

Subject Area
 (where relevant) :

Family Engagement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By <input type="checkbox"/> June, 2011, we will have conducted a minimum of 5 parent workshops.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> In addition to our family meetings, we will also:</p> <ul style="list-style-type: none"> • Conduct 15 family meetings per month <p>Conduct 3 home visits per week</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> We have allocated the specified funds for parent involvement and per-session for our guidance counselor to plan and conduct our parent workshops.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Actual conduction of meetings. • Logs of family meetings and home visits.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	48	48	55	64	69	11	20	
10	48	41	52	53	62	1	28	
11	19	19	22	24	29			
12	31	30	41	40	61	4	19	

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> <ul style="list-style-type: none"> • Team-teaching of Math, ELA and ESL teachers • Individual SMART goals for all at-risk students • Small group Regents Review after-school and on Saturdays • Incorporation of multiple, diverse and contemporary, standards-based curriculum and materials in all core classes. • Author and artist visits and studies • Technology across all curriculum • Multi-lingual and leveled libraries in all classrooms • Administration of numerous and diverse assessments to align instruction and aptitude • Balanced Literacy components and strategies across all curriculum • On-going communication and collaboration between and among teachers, counselors and students • Small group tutoring during school • Bi-weekly assessments and progress reports • Solicitation of student feedback on what's working and what's not working • Award ceremonies
Mathematics:	<input type="checkbox"/> <ul style="list-style-type: none"> • Team Teaching of Math, ELA and ESL teachers • Individual SMART goals for all at-risk students • Small group Regents Review after-school and on Saturdays • Use of Sketchpad and other hands-on, relevant software • Technology across all curriculum • Administration of numerous and diverse assessments to align instruction and aptitude • Balanced Literacy components and strategies across all curriculum • On-going communication and collaboration between and among teachers, counselors and students • Small group tutoring during school • Bi-weekly assessments and progress reports

	<ul style="list-style-type: none"> • Solicitation of student feedback on what's working and what's not working • Award ceremonies
Science:	<input type="checkbox"/> <ul style="list-style-type: none"> • Team Teaching of Science and Art teachers • Individual SMART goals for all at-risk students • Small group Regents Review after-school and on Saturdays • Technology across all curriculum • Multi-lingual and leveled libraries in all classrooms • Balanced Literacy components and strategies across all curriculum • On-going communication and collaboration between and among teachers, counselors and students • Small group tutoring during school • Bi-weekly assessments and progress reports • Solicitation of student feedback on what's working and what's not working • Award ceremonies
Social Studies:	<input type="checkbox"/> <ul style="list-style-type: none"> • Team teaching of Social Studies and English teachers • Individual SMART goals for all at-risk students • Small group Regents Review after-school and on Saturdays • Technology across all curriculum • Real-world connections and relevance • Balanced Literacy components and strategies across all curriculum • On-going communication and collaboration between and among teachers, counselors and students • Small group tutoring during school • Bi-weekly assessments and progress reports • Solicitation of student feedback on what's working and what's not working • Award ceremonies • Multi-lingual and leveled libraries in all classrooms • Team-teaching (English and Social Studies teachers)
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <ul style="list-style-type: none"> • Individual SMART goals for all at-risk students • Attendance Outreach • One-to-One student counseling • Small group counseling

	<ul style="list-style-type: none"> • Facilitates workshops for staff • Transcript analysis • Family counseling • Substance abuse counseling • Community Outreach
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> <ul style="list-style-type: none"> • Evaluations • Referrals • Annual reviews of IEPs
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> <ul style="list-style-type: none"> • Attendance Outreach • Individual conferencing with students • Collaborative conferencing with student, teacher and/or family • Training for staff • Distribution and discussion of student progress reports • Community Outreach
At-risk Health-related Services:	<input type="checkbox"/> <ul style="list-style-type: none"> • Comprehensive Health curriculum • HIV instruction • STD testing • Referrals through CBO for health and housing • Administration of fitnessgram in physical education classes • Student-Kitchen Staff monthly meetings

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

10-12

Number of Students to be Served:

LEP 16

Non-LEP N/A

Number of Teachers 13

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

Language Instruction Program –

VOYAGES has a sheltered ESL program supervised by the ELL specialist and the School Principal. This program currently serves fourteen students. Beginning and intermediate ELL students attend a double period of sheltered ELA, taught by a dually-certified ESL/ELA teacher. This class meets daily for 110 minutes, and focuses on literacy development, both in reading and writing. Advanced level ELL students have a single period of sheltered ELA, taught by a dually-certified ESL/ELA teacher. This class meets for 55 minute daily and focuses on literacy development, both in reading and writing. ELL students also have opportunity to further develop their listening and speaking skills through weekly class debates and seminars. This class is aligned with ESL standards, and is focuses on the reading and writing skills necessary to pass the ELA Regents exam. Advanced-level ELLs are also assigned to an ELA class taught by a certified ELA teacher. ELL students have the opportunity to receive additional support in after-school tutoring. Currently, all instruction is delivered in English, although bilingual teachers offer native language support to Spanish-speaking students.

The core curriculum at VOYAGES is Regents- and Standards-based. With the exception of our Art, Elective, and Gym classes, all courses terminate in a Regents exam. ELL students have the opportunity to take Regents exams in their native languages, and are supported through Native Language

Regents preparatory content materials whenever possible.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development Program – All teachers at VOYAGES are trained in QTEL strategies, which they use to scaffold material and support ELL students in content area classes. All teachers have also received extensive training in differentiated instruction so that they may support students' content-area learning. The teaching staff meets daily. Every week, teachers conduct classroom intervisitations. On a weekly basis, the staff uses a Student Work Protocol to assess lessons for evidence of differentiation and student engagement. There are additional weekly trainings in differentiation and classroom management. These trainings, for all teachers, have included topics such as differentiating for students of all levels, using technology as a tool for differentiating, applying brain research to lesson-planning, scaffolding learning and increasing challenges, and designing appropriate assessments.

Section III. Title III Budget

—

School: 24Q744

BEDS Code: 342400011744

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	N/A	<input type="checkbox"/> N/A
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A

Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

VOYAGES currently has 16 ELL students. There are twenty parents and one (English-speaking) legal guardian associated with these students. Approximately half of the students have at least one English-speaking parent. The others speak Spanish, Tagalog and Mandarin Chinese. The language needs of the parents and guardians were determined by Queens Community House during intake interviews.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The school found that translation services are needed only for Spanish and Chinese. While VOYAGES has one ELL that speaks other languages, his parents speak and read English and do not need translation services. Spanish translation is available at the school, through multiple bilingual staff members. For parents who speak other languages, the school uses the DOE Translation Unit. In addition, the school uses the multilingual letters available on the Office of English Language Learners website.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

When contacting non-English speaking parents, we have used the native-language letters provided by the Office of English Language Learners.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

□

When contacting non-English speaking parents via phone, we have asked a staff member fluent in the native language to call.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

□ Signs noting the availability of translation services are posted in the main office of the school. Bilingual staff will be called upon to assist parents in reaching administrative staff.

All VOYAGES staff members were made aware of parental native languages at the beginning of the year, and the list will be updated as new ELLs enrolled.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	73779.00	3706.00	77485
2. Enter the anticipated 1% set-aside for Parent Involvement:	1154.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	5770.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	11538.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□ <http://www.voyagesprep.org/>

VOYAGES Preparatory High School agrees to implement the following statutory requirements:

- We will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents and will include but not be limited to workshops on State Standards, curriculum, state and city assessments used to measure student progress, the use of technology, supporting the home-school partnership and parenting skills.
- We will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- We will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- VOYAGES Preparatory High School will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Our School Parent Involvement Policy is based on the following elements:

- Parent inclusion in development of school-level parent involvement activities
 - VOYAGES Preparatory High School has held its first Parent Association Meeting (9/24/09), with six parents in attendance, soliciting feedback from parents regarding school-level parent involvement activities, and additional bi-monthly dates and

flexible meeting times for further Parent Association Meetings. As an OMPG transfer school with a CBO partner (Queens Community House), daily parent contact is also built into the model, with parent outreach, meetings and home visits conducted regularly, with multiple opportunities for parent feedback and involvement. Parents will also be included as part of school advisories around curriculum and instruction.

- Parent involvement in timely and ongoing planning, implementation, evaluation and continuous improvement of school-level programs funded through Title I
 - Membership in the Parent Association and school advisories will give parents multiple opportunities to be involved in the planning and implementation of school-level programs funded through Title I. Mailings in multiple languages to all parents will also ensure that information about Title I is widely disseminated.
- Shared responsibility for high student performance
 - From the first meeting during intake, the importance of shared responsibility for students' success is stressed, and entered into as a contract between the school and parents. Intensive attendance outreach and bi-weekly progress reports ensure that parents have constant communication about their children's performance, in addition to staff that are accessible and available to address questions and concerns.
- Capacity-building activities for parents and school staff that support strong parent involvement
 - Through parent-teacher conferences, CBO workshops and referrals, and team-building as part of the Parent Association, the school will provide multiple opportunities for capacity-building that support strong parent involvement.
 - Through the Parent Association, specific agenda items related to Title I will be addressed, including information about the program, explanation of parents' rights, and the opportunity to offer suggestions for further parent involvement.
- Flexible schedule of regular meetings with parents, with opportunities for parents to meet other parents, make suggestions and provide input relating to the education of their children
 - The Parent Association will be a parent-led organization that will be the primary opportunity for parents to regularly meet with other parents, and make suggestions. Parents will have further opportunities to provide input relating to the education of their children through school advisories.
- Process for responding to written parent concerns regarding Title I, including designated contact person
 - Upon receipt of written notification of parent concerns regarding Title I, school support staff will refer notice to the designated contact person, (The Director or Guidance Counselor), who will address concerns, including encouraging parent involvement in strategy and problem-solving and addressing specific concerns in a timely way with staff and parents, which may result in written policy or program changes to be communicated to all parents.

Process for providing parents with timely information about instructional programs, curriculum, performance standards and assessment instruments as well as their children's individual student assessment results and proficiency levels, promotion policy, after school, summer programs, and SES

- Parents will be provided timely information about instructional programs, curriculum, performance standards and assessments through daily communication with a primary counselor, regular communication with teaching staff, distribution of bi-weekly progress reports that include a multi-section report with a specific breakdown of student performance in assessments as well as classwork and homework, distribution of a student handbook, and ongoing notification of after school, summer and SES

opportunities. Parent members of the Parent Association and school advisory committees will have further opportunities to be involved in determining the implementation of strategies related to program, curriculum and assessment.

- Process for increasing accessibility for participation of parents with disabilities, non-English speaking/limited English proficient parents, notification, translation
 - In evaluating qualifications for school staff and volunteers, high value is placed on multi-lingual qualified candidates, including sign-language. Our staff reflect the communities of our students and their families. Materials are printed in multiple languages. As a newly constructed building, our school has both a wheelchair-accessible ramp and elevator.
- Parent involvement in an annual evaluation of the content and effectiveness of the parental involvement policy
 - The Parent Association will make the annual evaluation of the Parent Involvement Policy a part of its mission, assessing and evaluating the policy, making recommendations and changes as they see fit.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□ VOYAGES Preparatory High School is committed to building and maintaining an open and inclusive learning community that involves parents, families and community as active participants. As a new transfer high school in the Office of Multiple Pathways portfolio, extensive parent outreach is done as part of the intake process, which includes a family meeting. Strong family involvement is highly valued, and essential to the success of our students.

- Parents will be responsible for supporting their children's learning in several ways:
 - Supporting their children in timely and consistent attendance
 - Engaging in regular conversations with their children about the content of their learning in class
 - Observing their children's work at home and at school
 - Encouragement and praise
 - Engaging in regular conversations with their children, teachers and counselors around performance in class and internship
 - Involvement in the creation of their children's post-secondary plan with a counselor
 - Involvement in school-level parent activities such as the Parent Association, School Leadership Team and Inquiry Team

Ongoing communication between teachers, parents and counselors is important at VOYAGES, and will occur through at least one annual parent teacher conference, ongoing parent counselor conferences, bi-weekly student progress reports, reasonable access to staff, opportunities to volunteer, observe and participate in classroom

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

As is mentioned previously throughout this document, we pride ourselves on our continual and comprehensive needs assessments. During our intake process, students' reading, writing, listening, speaking and mathematical skills were assessed using a variety of informal and formal tools. The findings were shared with all staff and used as the springboard for curriculum development. We also had a 3-week summer PD program for staff (see previous sections) that introduced and provided sufficient time for analysis and understanding of the state content and performance standards. Training in UbD allowed for the linking of standards to performance assessments and learning activities.

Continue analysis of bi-weekly progress reports; monitor regents data

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

All of the above are highlighted in the introductory section of this document (see pages 3-4). As a transfer school, we are grounded in providing our students a small, safe, supportive and standards-based curriculum. Our partnership with the Queens Community House affords us a staff of 7 counselors to ensure our students feel safe and supported. Our year-round and in-house professional development also provides a forum for appropriate learning and support for our staff.

PD on differentiation, modeling of strategies, SWP

Advisory; Advocacy counselors; Connections; LTW

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- See above.

- o Help provide an enriched and accelerated curriculum.

- See above.

- o Meet the educational needs of historically underserved populations.

- See above.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- See above.

- o Are consistent with and are designed to implement State and local improvement, if any.

- See above.

3. Instruction by highly qualified staff.

- All required classes are taught by staff with appropriate licensing and our PD program provides additional knowledge and skills.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- Our on-going and in-house PD program is highlighted throughout this document.

C6

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We thought well outside the box to attract highly qualified and compassionate teachers – we visited local universities and spoke in education classes. We also had all prospective teachers submit letters of recommendation from adolescents.

6. Strategies to increase parental involvement through means such as family literacy services.

Our parents have been involved since Day 1 – we meet them and their children prior to the first day of school. We continue to engage and inform them daily through phone-calls, family conferences and our web-site. We had over 14 parents attend our C-30 to appoint the Principal. Our DOE Guidance Counselor is a certified family counselor and meets regularly with the parents of our students. Most importantly, our CBO also provides extensive outreach and services to family members.

Monthly workshops, parent meetings, Poet residences

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Our staff was informed of all options and collectively agreed on the assessments we are currently using. We use a variety of standardized and authentic assessments. Furthermore, every teacher is empowered to design their own bi-weekly assessments that are administered in class every two weeks. On-going PD is designed to support teachers in this process.

SBO school – creation of teacher committees

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Our bi-weekly progress reports provide timely information about student performance and we have a wealth of supportive services including before and after-school programs and Saturday programs. We also have an advisory program and DEAR program that promote the discussion of relevant adolescent topics.

SMART goals

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our partnership with the Queens Community House affords us ample opportunity to provide services in all areas described above.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Tax Levy	Local	Yes			1,363,492.00	True	Previous parts
Title I, Part A (Basic)	Federal	Yes			115,381.00	True	Previous sections of this Appendix
Title I, Part A (ARRA)	Federal	Yes			3,706.00	True	Throughout previous sections of CEP

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS:

SURR PHASE / GROUP (IF APPLICABLE):

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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.)

3

2. Please describe the services you are planning to provide to the STH population.

VOYAGES Preparatory High School will follow guidelines set forth in the Chancellor's Regulation A-780 issued 6/29/09, including:

- Prominent display of posters that identify basic rights of homeless children and provide information about STH Liaisons.
- School staff will contact the STH Liaison regarding students who become known at STH.
- McKinney-Vento Act Guides for Parents will be available and distributed through advisory and counseling sessions.
- Completion of the Residency Questionnaire Form by all newly enrolled students.

VOYAGES Preparatory High School will follow the enrollment protocol established for OMPG transfer schools with LTW, considering eligibility based on age and number of credits. Students identified as STH will be encouraged to enroll based on what best suits their circumstances, and students who become STH will be encouraged to remain to the extent feasible. Every effort will be made to ensure that STH maintain

attendance, including regular ongoing outreach to student and family through phone calls, family meetings and home visits.

VOYAGES Preparatory High School will follow the dispute resolution and appeal process outlined in section IV. in A-780, as well as offer comparable services that students would be entitled to, e.g., services for students with limited English proficiency, free school meals, full fare metrocards, etc. School staff will also meet with families and coordinate the smooth transition to permanent housing for those residing in DHS shelters, involving the designated STH Liaison.

Part B:

Part B - For Non-Title I Schools

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).
N/A
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 in your Children First Network.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_24Q744_012511-103704.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster New Visions	District 24	School Number 744	School Name VOYAGES Prep HS
Principal Joan Klingsberg		Assistant Principal NA	
Coach type here		Coach type here	
Teacher/Subject Area Frances Bolton, ESL/ELA		Guidance Counselor Randi Gurka	
Teacher/Subject Area Richard Davila, SPED/Social St		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Rebecca Cheraquit	
Related Service Provider Alice Young, New Visions LDF		Other Michael Cardona, Data Speciali	
Network Leader Derrick Smith		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	228	Total Number of ELLs	16	ELLs as Share of Total Student Population (%)	7.02%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

VOYAGES is a transfer school. Students who choose to attend VOYAGES are either recruited by our CBO partner, Queens Community House, or referred by the guidance counselors at their high schools. We do not, and do not anticipate, having students new to the DOE system entering VOYAGES. Given that our students are not new to the system, we are not required to offer parents program selection. Furthermore, because of the small number of ELL students at VOYAGES, we are unable to offer services other than ESL. Parents of ELL students receive information about the VOYAGES ESL program during the admission family interview process. If parents of VOYAGES students request bilingual services, we will refer them to OSEPO. We have not had parents request services other than ESL.

Entitlement letters are mailed to families during the first week of school. In order to ensure that families understand these letters, we use the native language letters provided on the ELL office website. ELLs who are new to VOYAGES are identified through their previous high school transcripts, and during the admission interview process. Furthermore, the licensed ELL teacher reviews those transcripts to determine if students are ELLs, and also interviews potential ELL students. We have not had to administer the HLIS or LAB-R as of yet, and do not anticipate having to do so. Both would be administered by the licensed ELL teacher, Frances Bolton. The licensed ELL teacher administers the NYSESLAT each year. ELL students are regularly reminded of the testing dates, both in written and verbal communication, and there is a scheduled make-up day. Several of our ELL students are LTAs, and do not appear for the exam.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										9	2	2	3	16
Push-In														0
Total	0	0	0	0	0	0	0	0	0	9	2	2	3	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	1
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	8

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	0				1			1			0
Dual Language											0
ESL	1			6			8		1		15
Total	1	0	0	6	1	0	8	1	1		15

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	2	1	2	14
Chinese													1	1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Yiddish														0
Other												1		1
TOTAL	0	9	2	2	3	16								

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	2	1	2	14
Chinese													1	1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
TOTAL	0	9	2	2	3	16								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. a. All beginning and intermediate level ELLs are enrolled in a couple period of sheltered English, taught by a dually-certified ELL/ELA teacher. Advanced level students are enrolled in one period of a sheltered English class taught by a dually-certified ELL/ELA teacher. In addition, advanced students are enrolled in an additional ELA class, taught by a certified ELA teacher.
 - b. VOYAGES is credit-based and ungraded. Classes are untracked. ELL students are therefore enrolled in classes that are heterogenous.
2. VOYAGES is fully serving all students in keeping with the mandates of CR Part 154. because class blocks are 55 minutes long and all classes meet daily, all ELL students receive more than the mandated time. All beginning and intermediate students receive 550 minutes of ESL instruction weekly, through the two sheltered ELA classes. Advanced ELL students receive 275 minutes of ESL weekly, and 275 minutes of ELA instruction from a certified ELA teacher.
3. While ELLs are in mainstream content area classes, there are numerous strategies content-area teachers use to make the content comprehensible and enrich language content. Content area teachers use QTEL scaffolding strategies such as modeling, bridging, schema-

building, text transformations, focused reading questions, and metacognition in order to ensure that students receive standards-based content and academic language that they need in order to ensure they are meeting the needs of all learning styles.

4. a. We currently do not have any SIFE students. However, we do have a plan in place for SIFE students. We have a variety of leveled dictionaries and content area textbooks for students who read significantly below grade level. We also have a large library of fiction and non-fiction picture books for SIFE students, as well as a variety of books on tape/CD.

b. We currently have three Spanish-speaking newcomers (each with three years in the US). They receive the services described above. In addition, they have bilingual glossaries for all classes, differentiated reading materials, and have access to after-school tutoring in math, science, and the humanities.

c. VOYAGES currently has six students who have received between 4-6 years of ESL service. These students receive more than the time mandated under CR Part 154. They have access to bilingual content area glossaries in all their classes, as well as leveled textbooks. These students also have access to Regents prep classes after school and on Saturdays.

d. VOYAGES has a number of long-term ELL students. Several of these students have historically also had high absentee rates. Our plan for these students is therefore two-fold: increase both achievement and attendance. We will increase attendance by providing a small, safe, standards-based environment. Furthermore, such students have incentives for regular attendance. For ELL students who are also LTAs, Queens Community House, VOYAGES' CBO partner, conducts home visits for ELL students who have high absentee rates. In the case of Spanish- and Chinese-speaking students who come from families that do not speak English, these visits are conducted by counselors who speak the students' native languages. In this way we are able to communicate more effectively with families. To improve achievement for both groups of ELL students, we have an extensive and on-going PD program for all staff which is described later in the LAP. We also offer after-school tutoring four days a week that focuses on reading comprehension and writing skills. These students also have the opportunity to receive additional help in math before, during, and after school. Finally, there are text-books and other content-area materials available for ELL students at a wide range of reading levels.

e. VOYAGES currently has one ELL student who has disabilities. She has been x-coded, and currently receives services through CTT. However, all future ELL students with disabilities will receive all services mandated by their IEPs. Information about such students is regularly disseminated by the VOYAGES special education teacher.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



enrichment activities, such as dance and music production, by their counselors. ELL students, depending on academic needs, have been invited to take part in tutoring programs. Other ELL students have, based on academic achievement and attendance, been part of incentive programs. Last year's valedictorian was an ELL student.

10. ELL students are enrolled in classes where Mimeo™ boards are used to deliver instruction with a strong visual component. Other classes include visual elements through the use of document readers and projectors. ELL students have access to leveled textbooks in content-area classes, and all classrooms are equipped with native language dictionaries and content-area bilingual glossaries.

11. We are currently able to offer native language support to Spanish-speaking ELL students as well as have numerous Spanish-speaking teachers. We have one Chinese-speaking ELL student, and one Tagalog-speaking student. We are unable to offer them support beyond native language materials.

12. Yes.

13. Before the beginning of the school year, ELL students meet with their counselors, and attend an orientation session at the school. They also have an extensive application process, during which they learn a great deal about VOYAGES.

14. Spanish is offered as a language elective.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The ELL teacher has received training in SIOP, and has attendance multiple QTEL institutes. She continues to receive regular professional development through the office of English Language Learner.

2. We do not enroll students who are transitioning from middle to high school, as we are a transfer school. All ELL students receive transition support from their counselors.

3. VOYAGES subject area teachers, including the special education staff, receive substantially more than the 7.5 hours of ELL training mandated by Jose P. The overarching goal of VOYAGES PD program is to ensure educational excellence and equity for all students by equipping the staff with a repertoire of skills that will enable them to maximize the learning experiences of all students. To ensure the social, emotional, and academic success of our ELL students, an intensive three-week summer institute exposes and models best practices, particularly those highlighted in QTEL training. Furthermore, VOYAGES has daily SLC meetings in which teachers discuss each others' lesson plans, visit each others' classrooms, and receive professional development. The specific workshops within these professional development sessions include

- a. Scaffolding strategies including modeling, bridging, contextualization, schema building, text representation, and metacognition.
- b. Workshop model and balanced literacy components including read-alouds, think-alouds, and accountable talk using appropriate academic language.
- c. Interdisciplinary instruction and use of school-wide themes.
- d. Authentic assessment strategies and distinction between diagnostic, formative, and summative assessments.
- e. Differentiation of process, product, and content.

As mentioned above, these concepts and strategies are introduced during the summer institute and supported and sustained throughout the school year by bi-weekly faculty conferences and daily opportunities for collaboration. VOYAGES does not have an assistant principal, nor are there paraprofessionals on staff. The VOYAGES guidance counselor and parent coordinator attended the same PD program as the subject area and special education teacher. In addition, they were familiarized with services and materials offered by the DOE office of

English Language Learners. In addition to the training outlined above, the Special Education teacher has received additional training on ELL and Special Education issues through the Department of Education.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents are involved in VOYAGES through our PTA. Parents of ELLs receive invitations to these meetings in their native languages. In addition, VOYAGES staff regularly reaches out to parents of ELLs in regards to academic or attendance issues. Parents of ELLs are invited to take part in all school celebrations and events.

2. VOYAGES' CBO partner, Queens Community House, offers parents of ELL students services such as classes in GED preparation, ESL, and preparation for the US citizenship exam.

3. Parents of ELLs needs are assessed when students enter the school, both informally through the interview process, and formally through a questionnaire. The intake process involves a dedicated parent meeting during which the needs of all parents, including the parents of ELL students, are assessed. In addition, parents of ELLs are invited to share their needs during PTA meetings, and have additional opportunities to do so when they come to VOYAGES for parent-teacher conferences.

4. As determined through questionnaires and conversations, parents of ELLs were interested in learning new ways of supporting their newly re-engaged students. Current workshops address topics such as connecting and being proactive in students' education. These workshops specifically address the needs of the parents of ELLs. Parents of ELL students are also taking part in classes at Queens Community House.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2	0	0	0
	I										1	0	0	2
	A										0	0	0	0
	P										2	2	2	2
READING/ WRITING	B										1	0	0	1

	I										4	1	1	3
	A										1	1	1	0
	P										0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6		1	
Math <u>A</u>	5		2	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	8		5	
Physics				
Global History and Geography	7		1	
US History and Government	3		2	
Foreign Language		1		1
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We do not use these assessments, as we only have high school students.
2. Because VOYAGES is ungraded, it is difficult to assess data across grade levels. However, for the purpose to the LAP, students have been assigned grade levels based on ATS data. The NYSESLAT data indicates that students are achieving at a higher level in listening and speaking than they are in reading and writing. Informal assessment determined that only one of the two students listed as beginning-level on the NYSESLAT truly is. The second one last took the NYSESLAT in 2008, and it is expected that when next tested, she will tet at the intermediate or advanced level.
3. NYSESLAT data indicates that students need more explicit instruction in reading comprehension and essay-writing skills.
4. Given our low number of ELL students, it is difficult to look at percentages in assessing Regents pass rates. However, ELL students had the highest pass rate on the Living Environment Regents exam, and did relatively well on the Math A, Algebra, and US History. The Global History and ELA Regents had significantly high failure rates.
5. NA
6. We evaluate the success of our ELL program by our Regents pass rates and credit accumulation. Our Regents scores clearly indicate that we need more targeted instruction on the skills needed to succeed on those exams.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	VOYAGES Preparatory					
District:	24	DBN:	24Q744	School		342400011744

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	32	69	78				
Grade 10	21	61	61				
Grade 11	31	60	31				
Grade 12	67	9	62				
Ungraded	0	0	0				
Total	151	199	232				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		92.5	76.6

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		72.0	76.5

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		1	1

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
		12	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions		15	6
# in Collaborative Team Teaching (CTT) Classes	0	0	13	Superintendent Suspensions		1	7
Number all others	5	2	2				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants		0	0
Early College HS Program Participants		0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers		9	14
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		4	4
# receiving ESL services only	13	14	TBD	Number of Educational Paraprofessionals		0	0
# ELLs with IEPs	0	0	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		27	160	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		22.2	21.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native	0.7	0.5	0.0	% core classes taught by "highly qualified" teachers		67.0	57.1
Black or African American	28.5	28.1	25.0				
Hispanic or Latino	55.0	57.3	63.8				
Asian or Native Hawaiian/Other Pacific	7.9	7.0	5.2				
White	7.3	6.5	6.0				
Male	56.3	53.8	50.0				
Female	43.7	46.2	50.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: X
Math:	Math: X
Science:	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X		
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				-	-	
Hispanic or Latino				vsh	vsh	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial						
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				X	X	
Student groups making				1	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	WD
Overall Score:	58.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	13	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	11.3	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	30.9		
<i>(Comprises 60% of the</i>			
Additional Credit:	3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf