



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: VOYAGES PREPARATORY SOUTH QUEENS

DBN (i.e. 01M001): 27Q261

Principal: CHRIS LOSURDO

Principal Email: CLOSURDO@SCHOOLS.NYC.GOV

Superintendent: TAMIKA MATHESON

Network Leader: DEREK JONES

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Chris Losurdo	*Principal or Designee	
Adam Sheflin	*UFT Chapter Leader or Designee	
Charlene Harding	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Abigail Dwyer Erick Mendoza	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Sylvia Sanchez	CBO Representative, if applicable	
Adela Effendy	Member/ Director of Counseling	
Danielle Mackey	Member/ Guidance Counselor	
Lisa Ferranti	Member/ Program Director	
Melissa Feeley	Member/ Teacher	
Donald Keppler	Member/ Teacher	
Ernestine Butler	Member/ Teacher/UFT Designee	
Antonietta Griesch	Member/ Teacher	
Joe Nofal	Member/ Dean of Students/Guidance Counselor	
Raven Fenner	Member/ Teacher	
Elizabeth Martin	Member/ Teacher	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 of our first year, VOYAGES South will maintain an attendance percentage above the annual transfer school average by focusing on parent and student outreach, academic intervention, emotional support and counseling, credit accumulation, and an inclusive and rewarding school community. The goal of VOYAGES South is to have attendance rates in the mid 75 percent to 80 percent range.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Student population is over aged and under credited due to chronic absenteeism or lateness for a variety of social, emotional, academic, and economic variables. Baseline for attendance at transfer schools citywide has been hovering around 70% at the high end of the spectrum, which is relatively similar in comparison to citywide statistics. Data supports that transfer schools with higher attendance rates have populations who perform better, acquiring accelerated credits, and passing the minimum state requirements for a High School Regents Diploma.

We are a new school in our first three months as of this plan that is using some data from sister school in Elmhurst Queens.

There are many obstacles in our first year at VOYAGES South that will affect the attendance of our students including but not limited to the following:

1. Association with August Martin whose building we are co-located in that affects the immediate perception of our mode by transferring students and their families.
2. The lack of sufficient facilities to properly address student needs including ongoing structural work inside and outside.
3. The lack of access to public transportation for the August Martin location that works in opposition to how transfer schools register students from across NYC geographical locations.
4. For a select population the lack of a supportive and stable family will prevent them from attending school regularly.
5. For a select population of students continuing substance abuse, court related issues and childcare will continue to prevent them from regularly attending school.
6. For a select population of students financial issues including extreme poverty will prevent them from attending school regularly.
7. For a select population of students considerably below grade level academic skillsets will prevent them from attending school regularly.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All students will be assigned an advocate counselor that will facilitate advisory which will focus on increasing academic achievement, attendance, career and college readiness as well as life skills.
2. Attendance outreach is ongoing, daily and documented by the CBO and DOE staff.
3. Home visitation by counseling staff, planning meetings with family, identification of students whose attendance is below accepted norms.
4. All students will receive monthly 1:1 sessions with their advocate counselor.
5. CBO will provide assistance with housing, medical, child care and mental health services when applicable.
6. LTW program will provide students with paid internships.
7. Small classroom size and supportive faculty and staff will provide a school community that will be separate from the perception on August Martin
8. Scheduling of classes, trimester model, accelerated credit accumulation will provide students an easier timeline towards success and reward attendance
9. PBIS will promote pro-social behavior

B. Key personnel and other resources used to implement each strategy/activity

1. Advocate Counselors
2. Guidance Counselor
3. Network Attendance coordinator
4. LTW Coordinator
5. Director of Programs Queens Community House
6. Director of Counseling Queens Community House
7. Teachers

8. Principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Attendance rates using available data and tools to analyze data, including the focus on smaller groups divided according to the comprehensive needs assessments.
2. NYS Regents scores and individual student credit accumulation.
3. Cohort Graduation rates.

D. Timeline for implementation and completion including start and end dates

1. October 31, 2013-June 30, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher led inquiry teams or committees that will provide initiatives and date for population.
2. Common planning time across subject areas.
3. School wide common planning time 5x a week for 45 minutes each day with a specific schedule for professional development, data analysis, committees, etc.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

PTA, Parent Teacher conferences, Intake, family assessments, Small group counseling for families, STACK meetings with individual students and family, Family and student orientation, open houses for parent, and parent coordinator position facilitated through community based organization.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

RTTT Funds specifically used in accordance with federally specified allocations.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 of our first year, VOYAGES South will maintain a 70% credit accumulation rate for a register of 150 students. Simply put, this will mean that 105 students will earn 5 out of 6 credits per trimester/15 credits per year.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This needs assessment is based on data from our sister school in Elmhurst Queens and population data generated from intake assessments, credit evaluation, and prior testing history. This needs assessment is also based on prior quality reviews and the rubrics in place for citywide transfer schools. The following are obstacles that the school will face in achieving this goal:

1. For a select population the lack of a supportive and stable family will prevent them from attending school regularly.
2. For a select population of students continuing substance abuse, court related issues and childcare will continue to prevent them from regularly attending school.
3. For a select population of students financial issues including extreme poverty will prevent them from attending school regularly.
4. For a select population of students considerably below grade level academic skillsets will prevent them from attending school regularly.
5. For a select population of students low academic skillsets are a direct result of undiagnosed special education needs or needs that have been missed because of the extent of chronic absenteeism.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All students will be assigned an advocate counselor that will facilitate advisory which will focus on increasing academic achievement, attendance, career and college readiness as well as life skills.

2. All students will receive monthly 1:1 sessions with their advocate counselor.
3. CBO will provide assistance with housing, medical, child care and mental health services when applicable.
4. LTW program will provide students with paid internships.
5. Small classroom size and supportive faculty and staff will provide a school community that will be separate from the perception on August Martin
6. Scheduling of classes, trimester model, accelerated credit accumulation will provide students an easier timeline towards success and reward attendance
7. PBIS will promote pro-social behavior
8. School wide supports for at risk students that will include an Academic Probation program including select staff listed below in field B. This program will use an inquiry based approach that identifies those students at risk from accumulating credits in the 70%range established by the goal. The initiative will be portfolio based and include:
 - Periodic assessment using STAR.
 - Marking period and trimester grades.
 - Weekly anecdotal tools implemented by teaching staff.
 - Mandated advocate counselor meetings with clearly defined academic goals.
 - Team planned academic strategies.
 - ELA and MATH supports through mandated extra help during office hours.
 - Scheduled study hall period.
 - Timeline that includes checkpoints for achieving SMART GOALS.
 - Behavioral plan when necessary.
 - Parental STACK meetings (Meeting with advocate counselor, student and individual students).
 - Revocation of lunch privileges.
 - Attendance outreach documentation.
9. Implementation of READ 180 program for below grade reading support.
10. Extra help hours scheduled by staff on a weekly and ongoing basis.
11. Curriculum aligned to a clear set of instructional beliefs and core values.
12. Curriculum that incorporates key standards and skill building.
13. Common planning time for subject area teams to examine data.
14. Weekly professional development for staff that focuses on strategies and best practices for reaching challenging transfer school populations.
15. Use of SWP and inter-visitations to share and develop school wide instructional methodology whose focus is on reaching a challenging transfer school population.
16. Third trimester development of success camp curriculum whose focus will be on skill building and college readiness.
17. Clearly defined and communicated grading rubric and make up work policies.

B. Key personnel and other resources used to implement each strategy/activity

1. Advocate Counselors
2. Guidance Counselor
3. LTW Coordinator
4. Director of Programs Queens Community House
5. Director of Counseling Queens Community House
6. Teachers
7. Principal
8. ELA Coach
9. New Visions Network and LTW Resources
10. Peer tutors

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Attendance rates using available data and tools to analyze data, including the focus on smaller groups divided according to the comprehensive needs assessments.
2. NYS Regents scores and individual student credit accumulation.
3. Cohort Graduation rates.

4. Academic Probation portfolio goals.
5. Trimester and marking period grades.
6. Credit accumulation progress assessed at the end of each trimester (cumulative).

D. Timeline for implementation and completion including start and end dates

1. October 31, 2013 – June 30, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher led inquiry teams or committees that will provide initiatives and date for population.
2. Common planning time across subject areas.
3. School wide common planning time 5x a week for 45 minutes each day with a specific schedule for professional development, data analysis, committees, etc.
4. Office hours for extra help.
5. Student handbook.
6. Academic Probation program.
7. CBO support services.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

PTA, Parent Teacher conferences, Intake, family assessments, Small group counseling for families, STACK meetings with individual students and family, Family and student orientation, open houses for parent, and parent coordinator position facilitated through community based organization.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
RTTT Funding.											

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 of our first year, VOYAGES South will achieve a 60% graduation rate within the 6 year time period as per our transfer model.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This needs assessment is based on data from our sister school in Elmhurst Queens and population data generated from intake assessments, credit evaluation, and prior testing history. This needs assessment is also based on prior quality reviews and the rubrics in place for citywide transfer schools, specifically the 56% range of 6 year graduation rates for similar schools citywide. The following are obstacles that the school will face in achieving this goal:

1. For a select population the lack of a supportive and stable family will prevent them from attending school regularly.
2. For a select population of students continuing substance abuse, court related issues and childcare will continue to prevent them from regularly attending school.
3. For a select population of students financial issues including extreme poverty will prevent them from attending school regularly.
4. For a select population of students considerably below grade level academic skillsets will prevent them from attending school regularly.
5. For a select population of students low academic skillsets are a direct result of undiagnosed special education needs or needs that have been missed because of the extent of chronic absenteeism.
6. For a select population of students credit loss due to the transfer of credits and courses from previous schools will require a longer time period for graduation.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All students will be assigned an advocate counselor that will facilitate advisory which will focus on increasing academic achievement, attendance, career and college readiness as well as life skills.
2. All students will receive monthly 1:1 sessions with their advocate counselor.
3. CBO will provide assistance with housing, medical, child care and mental health services when applicable.
4. LTW program will provide students with paid internships.
5. Small classroom size and supportive faculty and staff will provide a school community that will be separate from the perception on August Martin
6. Scheduling of classes, trimester model, accelerated credit accumulation will provide students an easier timeline towards success and reward attendance
7. PBIS will promote pro-social behavior
8. School wide supports for at risk students that will include an Academic Probation program including select staff listed below in field B. This program will use an inquiry based approach that identifies those students at risk from accumulating credits in the 70%range established by the goal. The initiative will be portfolio based and include:
9. Periodic assessment using STAR.
10. Marking period and trimester grades.
11. Weekly anecdotal tools implemented by teaching staff.
12. Mandated advocate counselor meetings with clearly defined academic goals.
13. Team planned academic strategies.
14. ELA and MATH supports through mandated extra help during office hours.
15. Scheduled study hall period.
16. Timeline that includes checkpoints for achieving SMART GOALS.
17. Behavioral plan when necessary.
18. Parental STACK meetings (Meeting with advocate counselor, student and individual students).
19. Revocation of lunch privileges.
20. Attendance outreach documentation.
21. Implementation of READ 180 program for below grade reading support.
22. Extra help hours scheduled by staff on a weekly and ongoing basis.
23. Curriculum aligned to a clear set of instructional beliefs and core values.
24. Curriculum that incorporates key standards and skill building.
25. Common planning time for subject area teams to examine data.
26. Weekly professional development for staff that focuses on strategies and best practices for reaching challenging transfer school populations.
27. Use of SWP and inter-visitations to share and develop school wide instructional methodology whose focus is on reaching a challenging transfer school population.
28. Third trimester development of success camp curriculum whose focus will be on skill building and college readiness.
29. Clearly defined and communicated grading rubric and make up work policies.
30. Identification of graduating cohorts and the students who are eligible for graduation. The use of such data to track senior progress, especially credit accumulation and NYS testing preparation.

B. Key personnel and other resources used to implement each strategy/activity

1. Advocate Counselors
2. Guidance Counselor
3. LTW Coordinator
4. Director of Programs Queens Community House
5. Director of Counseling Queens Community House
6. Teachers
7. Principal
8. ELA Coach
9. New Visions Network and LTW Resources
10. Peer tutors

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Attendance rates using available data and tools to analyze data, including the focus on smaller groups divided according to the comprehensive needs assessments.
2. NYS Regents scores and individual student credit accumulation.
3. Cohort Graduation rates.
4. Academic Probation portfolio goals.
5. Trimester and marking period grades.
6. Credit accumulation progress assessed at the end of each trimester (cumulative).

D. Timeline for implementation and completion including start and end dates

1. 1.October 31, 2013 – June 30, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher led inquiry teams or committees that will provide initiatives and date for population.
2. Common planning time across subject areas.
3. School wide common planning time 5x a week for 45 minutes each day with a specific schedule for professional development, data analysis, committees, etc.
4. Office hours for extra help.
5. Student handbook.
6. Academic Probation program.
7. CBO support services.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

PTA, Parent Teacher conferences, Intake, family assessments, Small group counseling for families, STACK meetings with individual students and family, Family and student orientation, open houses for parent, and parent coordinator position facilitated through community based organization.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

RTTTF

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1.

B. Key personnel and other resources used to implement each strategy/activity

- 1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1.

D. Timeline for implementation and completion including start and end dates

1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
1.
- B. Key personnel and other resources used to implement each strategy/activity**
1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- D. Timeline for implementation and completion including start and end dates**
1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Read 180 program. Differentiated text/Levelled readings using data from STAR Assessments.	Small group instruction, one-to-one during office hours. Small registers per ELA classrooms.	Services provided during school day and extra help periods during morning hours.
Mathematics	Students enrolled in Success Camp Math courses using STAR Assessment data.	Small group instruction, one-to-one during office hours. Small registers per Math classrooms.	Services provided during school day and extra help periods during morning hours.
Science	Read 180 program. Differentiated text/Levelled readings using data from STAR Assessments.	Small group instruction, one-to-one during office hours. Small registers per Science classrooms.	Services provided during school day and extra help periods during morning hours.
Social Studies	Read 180 program. Differentiated text/Levelled readings using data from STAR Assessments.	Small group instruction, one-to-one during office hours. Small registers per Social Studies classrooms.	Services provided during school day and extra help periods during morning hours.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Learning To Work. One on one Advocate Counseling services. Peer tutoring. Dedicated attendance outreach. School social worker. Advisory (Accelerate) Program for additional support.	Queens Community House. Guidance Counselor. Advocate Counselors LTW Coordinator	Services provided during school day and extra help periods during morning hours.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All recruitment, retention, and assignments are conducted using a collaborative approach. Candidates are identified using strategies in accordance to contractual obligations. Strategies include: <ol style="list-style-type: none"> 1. VOYAGES South hiring committee whose membership includes administration, teaching staff and counseling staff. 2. Assignments based on license, expertise and student credit requirements. 3. Teacher led subject, academic, and professional committees: <ul style="list-style-type: none"> • Academic Committee • Incentive and Attendance Committee • Common Core and College readiness Committee 4. Scheduled common planning time for all DOE staff. (5 days a week set aside time) 5. Relevant professional development based on committee recommendations, staff initiated and facilitated during common planning time. 6. Student Work Protocol and Staff Inter-visitations that allow collaboration. 7. Shared leadership with staff that recognizes teacher voice, input and expertise. 8. Ongoing professional development in key subject areas. 9. Mentoring program and collaborative teaching classrooms across subject areas. 10. NYC Writing Workshop Coach and Lead Teacher meet weekly with ELA and Science staff.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ol style="list-style-type: none"> 1. Teacher led subject, academic, and professional committees that meet weekly with set agendas, checkpoints and deliverables: <ul style="list-style-type: none"> • Academic Committee researches relevant data on transfer students and CCSS assessments. Identifies strengths and weaknesses in constantly evolving learning environment. • Incentive and Attendance Committee • Common Core and College Readiness Committee recommends school wide programs that incorporate the CCSS into subject area curriculum, facilitate and lead professional development for all staff on the CCSS. Development of school wide strategies for implementing the CCSS across curriculum. 2. Scheduled common planning time for all DOE staff. (5 days a week set aside time) 3. Relevant professional development based on committee recommendations, staff initiated and facilitated during common planning time. 4. Student Work Protocol and Staff Inter-visitations that allow collaboration. 5. Shared leadership with staff that recognizes teacher voice, input and expertise. 6. Ongoing professional development in key subject areas. 7. Mentoring program and collaborative teaching classrooms across subject areas. 8. NYC Writing Workshop Coach and Lead Teacher meet weekly with ELA and Science staff.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
LTW Program and CBO are both integrated into our transfer school model.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers select and participate in assessment based collaborative committees. Teachers/staff meet weekly evaluating data from relevant assessments in a transfer school model. The data informs instructional strategies and goals for each specific subject area. Multiple assessments include Bi-weekly Quizzes and quarterly assessments in individual classes, NYS Regents (June, January), Diagnostic Exams that focus on Regents preparedness for graduating seniors, STAR Assessments in Math and ELA for student intake., Read 180 to provide data for supporting at risk students in ELA.

TA Schools Only

Use of Program Resources

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

NA

TA Coordination with the Regular Program

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

NA

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 27	Borough Queens	School Number 271
School Name VOYAGES South High School		

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

Principal Chris Losurdo	Assistant Principal
Coach type here	Coach type here
ESL Teacher N/A	Guidance Counselor Danielle Mackey
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. 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 currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	150	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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										0	0	0		0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	0		0	0		0	0		0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

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	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

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

Part III: Assessment Analysis

Assessment Breakdown

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

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	0

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

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 (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3		0	
Physics				
Global History and Geography				
US History and Government	0		0	
Foreign Language	0		0	
Other <u>Geometry</u>	0		0	
Other <u>Algebra</u>	0		0	
NYSAA ELA	0		0	
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
To assess early literacy skills of ELL students, our school uses the Language! placement exam. Students are administered this exam at the beginning of each year to determine their reading level. The placement exam is designed to determine where to begin instruction within the Language! program.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
No Data Available 11/1/13
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
No Data Available 11/1/13
4. For each program, answer the following:
 - a. 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?No data available.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Applies to K-5
6. How do you make sure that a child's second language development is considered in instructional decisions?
N/A
7. 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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
To evaluate the success of the ESL program, our school examines the instructional model and student data. Throughout the year, we examine student progress on exams, class grades, credits and attendance. We look for trends amongst various populations of students, including the lowest third, ELL's, and Special Education students. Additionally, teachers evaluate if students are placing out of ESL or graduating from high school. Teachers, administrators, grade level inquiry teams and the school wide Inquiry Team constantly review school programs and student progress to determine the success of our programs.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The pedagogue responsible for conducting the initial identification of those students who may be eligible for English Second Language (ESL) services is the certified ESL teacher. For initial screening of possible ELL's, the ESL teacher examines the

Home Language Identification Survey. The HLIS is offered to students upon their entrance into the school system and is collected with their disposition papers. The HLIS is available in Spanish and other DOE supported languages. Students identified as possible ELL's are given the Language Battery Assessment (LAB-R) within the first ten days of school. Prior to returning the LAB-R, tests are scored to ensure that any student eligible for services is correctly programmed. In the event that the certified ESL teacher is unable to administer and evaluate the HLIS or LAB-R, the testing coordinator will assume responsibility.

1b.)WATCH provides a Spanish LAB-R and a translator to administer the exam as needed.

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.

When a student is admitted to the NYC school system, parents are actively involved in the decision making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a HLIS to identify the home language of each child. If the child is identified as an eligible candidate for ELL instructional services, an informal interview is given to the candidate by a pedagogical staff member and the LAB-R is administered to identify the child as either an ELL or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELLs. At this time, parents view a parent information CD where program placement options are presented with clarity and objectivity. The parent orientation CD is available in multiple languages. Parent brochures are distributed in their native language to assure understanding of each available program. World Academy for Total Community Health ("WATCH") is proud to offer a Small Group ESL Instructional program to conform to the parental choice selections.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Each ELL parent/guardian whose student was in the ESL program the prior year receives an entitlement letter at the beginning of the school year. Letters are mailed directly to the students' home of record in the appropriate home language. For students new to the New York City school system, the entitlement letter is mailed to the home based on the results of the LAB-R; for existing students the letters are mailed to the home based on results of the NYSESLAT exam that indicates continued entitlement.

WATCH does not offer TBE or DL support. Should a parent request such options, they are referred to the DOE placement office where the student can be assigned and appropriately linked to those services.

In the event that Parent Survey's or Program selection forms are not returned, school personal reach out to parents. The primary individuals responsible for reaching out to parents are the ESL teacher, school social worker and guidance counselor.

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.

Students are placed in the ESL instructional program based on the scores from the LAB-R or NYSESLAT examinations. The scores indicate the level of proficiency: Beginner, Intermediate or Advanced ESL. If possible, consultations and communications with parents are handled by bilingual personal employed at the school. In the event that no school personal is able to translate, translators are sought through the New York City Department of Education.

VOYAGES South High School offers ELL students a free-standing ESL instructional model. Our school does not offer Bilingual Education; based on the data analysis since 2007, it is not needed for our population of students. If, in the future, we find that Bilingual Education is necessary, the school will develop a functioning program to accommodate the need. We are building alignment between parent choice and program offerings through regular communication with our ELL students' parents. The ELL teacher communicates frequently with the families of her students making them aware of their academic and state assessment progress; programs will be adjusted based on student need and parent involvement. Entitlement and Placement letters are both mailed home and submitted to the parents during conferences. Entitlement and Placement letters are maintained in a cumulative file in a locked cabinet.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The Parent Surverys and Selection forms for the past few years are currently unavailable.
6. 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.) 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. [?](#)
This information is currently unavailablequestions

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
1. a. VOYAGES South High School will implement a Small Group ELL Instructional Program/Freestanding ESL from 9th - 12th grade. Students are organized by proficiency level (beginner, intermediate, advanced) and receive ESL services in a pull-out class. The primary goal of our ELL program is to foster full English Proficiency in a supportive risk-free classroom environment as well as to: Expand literacy and academic language and provide students with skills that will allow them to perform at city and state grade level in all subject areas
- b. The ESL program at VOYAGES South High School will provide courses that meet the state requirements for ESL programs. Students are grouped for their ESL classes homogeneously according to their proficiency levels as indicated on either the LAB-R or NYSESLAT examination.

Freestanding ESL programs are offered in a self-contained environment. The ESL teacher has a separate room and meets with ELL students. ELL students who are also identified as special needs students receive push-in and Co-Integrated Teaching services for core-subjects. Beginner students receive additional literacy instruction in a pull-out 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)?

Free-standing ESL programs are offered in a Block Schedule. Beginner ELL's receive 540 minutes a week, intermediate ELLs receive 360 minutes of service a week and Advanced ELLs Receive 180 minutes per week. Students are grouped in homogenous classes based on proficiency levels. Students are graded individually based on New York State Standards in conjunction with a teacher designed grading scale.

a. The goal of our ESL program is to foster full English proficiency in a supportive risk-free environment. Both the English Language Arts ("ELA") and ESL Teachers that work with ELL students are fully certified. In order to help students progress, we use the following practices:

- Collaborative Planning and/or Conferencing with Content Area Teachers
- Utilization of different strategies: Scaffolding, Modeling, Schema Building, Contextualization, Text Representation and Meta cognition.
- Assisting students during work periods, conferencing with students in and out of class and informal assessments
- Communication and collaboration with parents
- Creating goals for students in which they monitor their progress in each of their courses

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 foster language development and meet the demands of the Common Core Learning Standards.

VOYAGES South High School will have a Freestanding ESL Program. Services are delivered in English from a bilingual teacher. Supplemental materials for the ESL program include Language!, a comprehensive literacy program by Soporis West and EDGE. Both Language!, and EDGE include instructional resources and elements that apply specifically to ELLs and inherently prepares ELLs to meet the Common Core Learning Standards.

Aside from English language instruction, students receiving ESL services are able to receive support in all content areas during their ESL services. The teacher is able to work with students on challenges arising in social studies, math and science during their mandated instructional hours.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? ESL students are given a baseline assessment in all four modalities at the beginning of the year. Their progress is monitored through formal and informal assessments throughout the year, culminating in the NYSELAT. All data and assessments are compared.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - 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 former ELLs (in years 1 and 2 after testing proficient).

a. Students with Interrupted Formal Education (“SIFE”) are placed into ESL programs in accordance with most recent LAB-R results

Academic

Intervention Services or Counseling).

b. Beginner ELLs receive 540 minutes of ESL services per week. Beginner ELLs (1-3 years) are provided three 90 minute ESL classes per day. Beginner ELLs are taught in small self-contained classes, homogenously grouped according to proficiency level. Instruction for Beginner ELLs is aligned with Common Core ELA Standards and New York State ESL Standards. Students are provided instruction in reading, speaking and writing from the certified ESL teacher. To incorporate the Common Core State Standards for ELA content, the ESL teacher meets with ELA teachers in a Professional Learning Community and for common

planning

three days a week.

classes

c. Intermediate ELLs (4-6 years) receive 360 minutes of ESL instruction per week. Students are placed in 90 minute block classes that meet daily in a self-contained setting. Students are programmed for small group instruction and are placed in homogenous groupings based on proficiency level. Instruction for ELLs is aligned with Common Core ELA sStandards and New York State Standards.

ESL

each

on

d. Long Term ELLs (6+ years) receive 180 minutes of ESL services per week. Students are programed for 1 45 minute class day. Instruction is delivered in a small group from a certified ESL teacher. Students are placed into homogenous groups based on proficiency level.

e. Students who have placed out of ESL as per their NYSESLAT results are integrated into general education classes. Students have access to support from the ESL teacher or other school personal as needed.

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

ELL students who are also identified as having special needs receive services from a special education teacher through Collaborative Taught and in Pull-out classes. Special educators work closely with the ESL teacher to ensure that the needs of ELL students with special needs continue to be met.

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

ELLs with IEPs are schedule the same as every other mandated ESI studetns in an all-inclusive classroom. The ESI teacher works closely with the Special Education department to ensure that ELLs with IEPs are able to achieve their IEP goals.

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

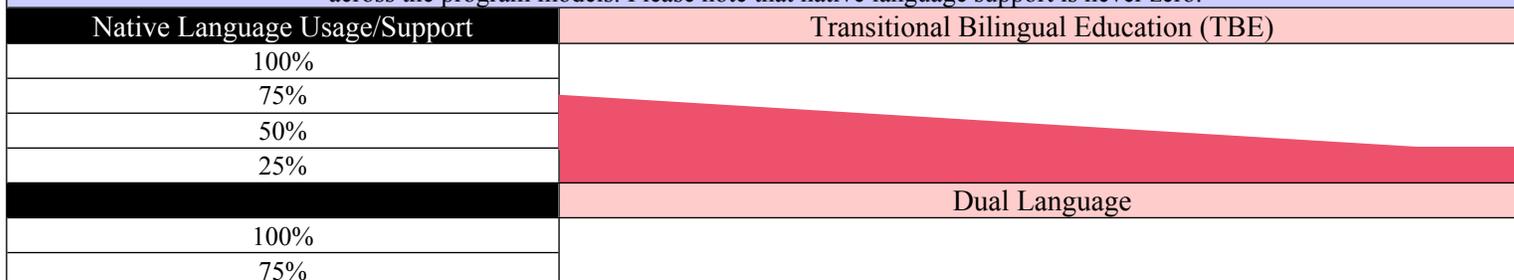
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

No programs will be discontinued at this time.

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

Paste response to question here:

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

Paste response to question here:

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

No programs will be discontinued at this time.

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

Students receiving ESL services are afforded equal access to all school programs. Students receiving ESL are mandated to attend AIS after school. Students also are provided equal access to all elective courses. Additionally, students are additionally encouraged to participate in school extracurricular activities, including sports teams and clubs. Former ELL's are provided with accommodations per parental and principal requests.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Students receiving ESL services uses a literacy program called Language! and EDGE. Language! is a comprehensive literacy program by Sopris West. The program focuses on phonemic awareness, morphology, reading comprehension, spelling, grammar and writing skills. In addition, computers are available in the ESL classroom for students use. Laptop carts and Smartboards are also available for classroom use.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All mandated services meet the emotional, social, academic-grade and age level- needs of all ELL students.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELL students have the opportunity to receive support during school in AIS. Students may attend AIS Tuesday through Thursday during lunch. AIS instruction is delivered in small group and focuses on Regents Prep or any other academic needs of students in attendance. 13b.) ELL students are provided with access to online sites and academic support from ESL teacher.

18. What language electives are offered to ELLs?

Spanish is offered as an elective for all students at our high school. Spanish instruction is offered for levels 1-6. Instruction is provided by a native Spanish speaker who is also fluent in English.

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The ESL provider is able to attend professional development workshops offered by the New York City Department of Education as well as our school's partner organization, New Visions. In addition outside professional development, school based professional development is offered to teachers twice a month (2:19 p.m.- 3:11p.m.). Administrators, teachers, and support personnel deliver professional development on various topics. All VOYAGE South High School staff members receive PD during faculty conferences on site and specific domain of teaching off site as well.

2. ELL students transitioning from middle to high school receive instruction in small pull-out classes at VOYAGES South High School. The small setting increases the instructional intensity offered to incoming ELL students. Additionally, FDNY is a small school with an extremely supportive staff. ELL students receive on-going support from the ESL provider outside of regular class time as needed. Students (and parents) also have access to language support from bilingual personnel including a bilingual school aide(and foreign language teacher.

3. The pedagogue responsible for ESL services provides an annual Professional Development intended to inform staff of the needs and progress of ELL students. The ESL service provider also is apart of Professional Learning Communities (English Department) and Grade Level Inquiry Teams. Records are maintained in a locked file and updated as required per DOE request.

Additionally, the ESL teacher works very closely with the Special Education Department. The Special Education Department has delivered various Professional Developments for staff members in conjunction with the ESL teacher. Content of the workshops focused on differentiating instruction for diverse groups of learners

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Upon entrance into the school system, ELL Parents are given the HLIS. If students are eligible for ESL services, parents are informed of instructional models for ESL. Parents of students already receiving ESL instruction are contacted by the school establish communication and describe what services will continue to be delivered.

Twice a year, VOYAGES South hosts a parent-teacher night. Parents are able to conference with teachers and administrators during this time. Invitations for conferences are available for parents in native language. Bilingual staff members are additionally available to translate at parent teacher conferences. Additionally, all parents are also invited to attend school PTA meetings.

To provide full disclosure of student performance, VOYAGES South uses a program called Datacation. Parents, teachers and students have access to information on Datacation. Teachers post attendance, grades, assignments and anecdotal accounts that are available to parents and students alike. VOYAGES South High School provides training on this program to parents and students. Bilingual staff members are available to translate and communicate information to parents.

Throughout the school year, teachers maintain continual communication with parents to ensure that students' needs are met. Bilingual staff members are available for translations at both informal parent/teacher meetings and IEP meetings for students who are receiving additional services in Special Education. Parents of ELLs are given invitations to workshops. Parents are invited to join the school leadership team and participate in the Mock Quality Reviews.

2. VOYAGES South High School is partnered with New Visions. New Visions provides professional development for teachers and consultative services. VOYAGES South is additionally partnered with Brownsville Family Services. As part of this relationship, students are encouraged to explore internships and career opportunities in the medical profession. Students have access to health services from a clinic within the school building. Finally, VOYAGES South is partnered with Queens Community House and the LTW Program program which provides academic and social support to at-risk. Parents of ELL students are invited to take part in any supportive services provided by these organizations.

3. The needs of ELL parents are evaluated through the School Survey and the Home Language Instruction Survey. Additionally, the school's guidance counselor, social worker, teachers and service providers maintain continual communication with parents to ensure their needs are being met. Bilingual staff members are available to provide translations as necessary. If translation needs cannot be met within the school, outside services are sought such as Language Line.

4. Parents are given ample opportunities to communicate with teachers, administrators, related service providers and support staff through various outreach programs at our school. Parents are invited to Parent Teacher Conferences each semester. In addition, parents are invited to express their concerns and needs at PTA meetings. Parents are a part of both the PTA and School Leadership Team. Additionally, school personnel including teachers, grade advisors, the school guidance counselor, and school social worker maintain consistent communication with parents of ELL students.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01