



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: VOYAGES PREPARATORY HIGH SCHOOL

DBN (i.e. 01M001): 24Q744

Principal: NICHOLAS MERCHANT- BLEIBERG, IA

Principal Email: NBLEIBERG@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

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
Nicholas Merchant-Bleiberg	*Principal or Designee	
Michael Cardona	*UFT Chapter Leader or Designee	
Lakeesha Powell	*PA/PTA President or Designated Co-President	
Louis Garcia	DC 37 Representative, if applicable	
Nia Robinson Shah Jamaluddin	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tina Salmon	CBO Representative, if applicable	
Deborah Snape	Member/ Parent	
Marlon Powell	Member/ Parent	
Frances Bolton	Member/ Teacher	
Renee Dryg	Member/ Teacher	
Keisha Harbajan	Member/ Parent	
Cathy Escobar	Member/ Parent	
	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
X	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
X	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
X	▪ 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.

Improve strategic use of data by school staff

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.

Although our school has performed well historically, based on various metrics, some key metrics such as our College Readiness Index reflect a need for closer examination of how our data reflect our practices. Some of our data is encouraging, to be sure, and reflective of the strength of our mission, curricula and teaching practices; there are populations within our population, however – such as students underperforming on Regents exams despite high credit accumulation, or students who are underperforming academically but maintain strong attendance – which deserve deeper, more targeted work at the department and individual-teacher level.

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. During our C-6 “Data Days” (usually Wednesdays), school staff have worked with our Student Sorter, which reflects a wide range of student data. By studying this document and looking at how it affects each person’s practice, teachers and counselors can better adjust outreach, teaching, counseling or assessment. These data days also allow us to compare how current strategies or initiatives are working.
2. All of our students take only one citywide assessment: The 9th Grade ELA Baseline Assessment. We chose this assessment so that a) our students would not have to take too many assessments, and b) so that our teachers could work collaboratively around student literacy, which touches all of our students’ learning.

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

1. Our Program Chair Michael Cardona has led staff in building, and learning to use, our Student Sorter. Mike has taught staff how to manipulate excel documents to isolate specific cohorts within our student population (ex. students with 11 credits or less, students with 3 or more Regents exams passed) and
2. Frances Bolton, one of our ELA teachers, is leading our baseline assessment work; Frances led the scoring and data analysis of our baseline assessments, and led teachers in item analysis and strategizing how to address literacy in their subject areas. We used our weekly C-6 time to do this work.

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

1. Our basic school metrics – attendance, regents passing rates, and college readiness index are always a concern; We will look within each quarter at attendance and quarterly task data; we will look at credit accumulation and attendance at the end of each trimester.
2. On our ELA baseline assessments, students scored an average of 1.6/4.0 on the “Focus” category, an average of 1.6/4.0 on the “Elaboration” category, an average of 1.5 on the “Textual Analysis” category, and an average of 0.01/4.0 on the “Counter-Claim category. We are looking to improve scores on the first three categories to an average of 2.0/4.0, and the fourth category to an average of 1.5/4.0.

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

1. Within each quarter (roughly every three weeks), we review attendance and quarterly assessment data, and at the end of each trimester (12/2/13, 3/21/14, 6/26/14) we will look at attendance and credit accumulation data.
2. At each quarter teachers will review quarterly assessment tasks related to the baseline assessment.

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

1. Our C-6 rotation affords our staff ample time to meet and discuss the relevant data; we use Google Docs to document our meetings and share spreadsheet data.
2. Our baseline assessment data is accessible from ATS; we also have allotted per session funding for staff to meet or receive professional development relating to literacy, assessment, and data analysis.

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).

For most of our families feedback at previous schools has amounted to basic report card information. At Voyages our counselors discuss student transcripts in detail with

students and their families. This is done to increase student and family ownership of the academic process and

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	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 #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.

Increase and improve collaboration among school staff. Refine and focus use of C-6 meeting time for Staff Development and school-wide academic improvement.

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.

In conjunction with the above Needs Assessment and Goal, the two primary components of our school – Queens Community House and its advocate counselors, and our teaching staff – each manage significant but often disparate student data, and there is a need for more thoughtful and collaborative process for collecting, analyzing and acting on data. In addition, these staff each teach and support students using a variety of curricula, strategies and structures; often these efforts are well-planned and well-intended, but are not implemented in a consistent way. How our students experience instruction and support overall at Voyages, is as important to their success as any single class or activity.

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. Teachers and counselors are encouraged and supported to develop projects in collaborative teams, targeting social emotional learning, school culture, and at-risk attendance students. Teachers and counselors can decide if they want to co-plan and teach advisory class, co-plan and teach a subject-area class, co-write a piece of curriculum, plan a special event at school (ex. guest speaker, game night), or plan and coordinate a school trip (ex. taking students to see a play they have read in English class, and discussed in Advisory).
2. Counselors and teachers meet weekly during our Wednesday "data days" to identify and target upcoming graduates (ex. graduating at the end of the trimester), study transcript, progress report and counseling data, and develop collaborative support plans for each student.

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

1. Teachers are paid per session for any planning related to their collaborative project, or co-teaching they do after school; teachers and counselors write a proposal for their project and the Leadership Team approves all projects which potentially improve student outcomes.
2. Each Queens Community House counselor pairs with a teacher during data days to review student data; with guided prompts pairs discuss how the data reflects what they know about students and what next steps will be most effective for individual students and cohorts of students.

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

1. Teachers and counselors will take surveys throughout the year measuring their interest, experiences and feedback about professional development and collaboration opportunities relating to this goal.
2. Students, through surveys, will report a more consistent experience working with counselors and teachers at the midpoint and end of the school year; in addition, we will analyze the progress data of students who are the subject of collaborative study, tracking and action plans – attendance rate improvement, credit accumulation, Regents exam scores, and quarterly assessment data.

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

1. Teacher-Counselor pairs will complete one collaborative project during the second trimester, and document and share out their experiences.

2. We will review our proposed C-6 rotation at the end of each quarter; we will review our schoolwide goals as they relate to C-6 activities at the end of each trimester.

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

1. Teachers and counselors meet once each week, in collaborative, project-based groups – one, a student-driven media project; two, a school culture research project, in which students and staff visit peer schools to observe and dialogue about school rules and advisory; three, a collaborative events committee, which revisits and plans schoolwide calendar events (ex. Respect for All, Graduation, etc.)
2. As mentioned above, our C-6 is structured for daily teacher meetings; likewise, our CBO counterparts have aligned their lunchtime meetings with ours to allow for targeted sharing of information and strategies.

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).

Our QCH and DOE staff will host numerous collaboratively planned and facilitated family events, including all PTA/SLT events, conference days, and special events (potluck dinners, family workshops, etc.).

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.

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.

Improve schoolwide yearly attendance to 75%

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.

Last year’s attendance was 71%, one of the better attendance rates among transfer high schools in New York City. This can be attributed to the outreach and support provided by our school’s advocate counselors, and by our office staff’s attendance tracking and collaboration with our school attendance teacher. However, as stated in the above goal, we see the communication between our office, teaching and counseling staffs – and the coordination of their efforts- as an area of growth. At times these constituencies work in parallel and there is a need to improve how they share and act on information.

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. For upcoming grads, teachers and counselors meet in a *case-conferencing* model in order to identify areas of strength and weakness, and possible next steps, for all of the adults who work with a given student. Our upcoming graduates – smaller cohorts of Voyages students often graduate at the end of each trimester – are a key subgroup which require attendance tracking and outreach. Teachers also develop special assignments and projects that ensure this group of students are able to prepare for their Regents exams and to manage schedules with “gaps” – schedules which only carry 1-3 courses, resulting in incomplete programs.
2. For soon-to-be graduates with incomplete schedules, attendance and the tracking of attendance can be challenging. For some students, an in-school internship (ex. assisting in our school office, tutoring the middle schoolers in our building) can provide them with valuable work experience and keep them near the adults who can guide them.
3. Students are greeted each day upon arrival, and staff check in with them to prepare them for the day and to check on any key academic challenges or issues.
4. Traditionally, Voyages celebrates our academic Honor Roll each quarter, where we recognize students with a 70+ average (Bronze), 80+ average (Silver), and 90+ average (Gold) in an all-school ceremony. This has produced positive results, and this year we will expand the quarterly ceremony to include an Attendance Honors, which will celebrate students how have achieved 85% attendance, 90% attendance, and those who have made improvements of 25%, 40%, 50% or better in their attendance.

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

1. The QCH director, QCH Assistant Director, Principal and Program Chair meet each week to discuss key school strategies and policies.
2. Our Year 6 Committee meets 3 times each month to discuss trends in student performance, schoolwide instructional strategies, use of C-6 time and other significant areas of change and improvement.
3. Our QCH counselors each carry a caseload of approximately 30 students. These counselors greet students each day at our arrival time, and check in with students individually to discuss their early, on-time or late arrival. Counselors call students' homes or cell phones to follow up on absences or latenesses, and conduct home visits when a student is absent two days in a row.
4. Our Rigor and Rubrics Committee, which is comprised of QCh staff and teachers, meet twice each quarter to analyze student data and build the Honor Roll list. They also create a presentation for the school community, and certificates for the honor roll students.

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

1. On our Student-Sorter – a spreadsheet which displays student data related to transcript, grades, attendance and counseling – we will track student attendance by quarter and reference the data with a) the counselor working with the student, b) the student's academic performance.
2. In the parlance of a school week, 3 out of 5 days of attendance equals a 66% attendance rate; likewise 4 out of 5 days equals an 80% attendance rate. By using this dramatic difference in 1 day's worth of attendance, our staff will identify students who fall in certain categories of attendance (60-70%, 70-85%, etc.) and work with these students to target areas of improvement. For example, some data will show that a student misses school consistently on a Friday, because the student has an afternoon catering job or childcare responsibility; in this case, the student may be able to attend most of that school day, and meet with their last-period teacher to stay up to date on the lessons and assignments. If this student is able to attend one more day of school per week, their learning and academic performance will be greatly impacted.
3. The Honor Roll is a key strategy for addressing our attendance statistics, and is a simple tool for measuring our efforts; we can track particular students (ex. those who maintain the same average, those who move up from Bronze to Silver, etc.) and we can track cohort statistics (groups of students who move up in grade point average, groups of students based on their historical or initial attendance rate). Our Rigor and Rubrics group will report out to the larger staff, and our Student Sorter allows us to see how Honor Roll data correlates to student progress in other areas.

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

1. Case Conferencing happens 1-2 times each quarter, and at that time previous data is processed.
2. We will track student attendance each quarter (12-15 days), and counselors will meet with students 2-3 times each quarter to work with their students; counselors review attendance as needed with students and teachers.
3. At the end of the quarter, teachers will look at student data in our Student Sorter and review current strategies.
4. Honor Roll data is reviewed twice each quarter, or 2-3 times per month.

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

1. See above

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).

As mentioned above, our counselors are in regular and timely contact with students' families. If a student is absent or has missed multiple classes in one day, counselors call their home to report the absence and inquire about it. This would include any successive absences, especially if no documentation excusing the student has been provided. By identifying and packaging data that is useful and actionable – for example, attendance data that accounts for a student with childcare responsibilities – we can invite greater family involvement in a way that is respectful and supportive of their given situation.

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	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.

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
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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
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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	PM Academy	Small Group, Online Coursework (Connected Foundations)	After School
	SAL (Supporting Academic Literacy)	One-on-one	During School Day
Mathematics	Pullout / Small Group Discussion and Support	Dean (certified Math teacher, who co-plans with math teachers) pulls students from math classes to review lesson, revisit content and prepare for Regents exams	During School Day
Science	PM Academy	Small Group, Online Coursework (Connected Foundations)	After School
Social Studies	PM Academy	Small Group, Online Coursework (Connected Foundations)	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk services	Social Worker	During the school day

**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.

While Voyages has had very little turnover or expansion over the past 5 years, this year we introduced four new staff members. Key to the recruitment of staff is our professional culture. Teachers at Voyages receive deep, individualized and consistent professional development, and we provide a range of opportunities for staff to build curriculum, schoolwide initiatives and programs that reflect their strengths and interests. In addition, we use a range of protocols and procedures within our various meetings that maximize group participation and diversity of opinion.

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).

Starting in Summer 2013 a group of QCH and DOE staff from Voyages received training from New Visions (from a grant for schools in transition) on productive group strategies, with the goal of revisiting teaching practices, staff collaboration, and use of data, and developing clear schoolwide goals.

In conjunction with the Advance system, the principal meets regularly with teachers to discuss classroom observations, curriculum planning, and instructional strategies.

Frances Bolton, ELA & ESL teacher, has worked with Theresa Farinacci a literacy coach from New Visions, to develop a teacher-run Inquiry group based on Subject-Specific Literacy. The group meets Tuesdays after school.

Frances Bolton, ELA & ESL teacher has developed a Curriculum Mapping study group that meets on Mondays after school, with a focus on Essential Questions and coherent instruction.

A group of students and staff have participated in two trainings related to Restorative Justice during the fall –first, a visit to the James Baldwin school to discuss their Staff/Student Fairness Committee, and second, an all-day training at New Visions for Public Schools for Peer Mediation training – and staff plan to attend and present at the Spring 2014 NYCORE Conference in Brooklyn, NY.

Our C-6, as decided through SBO vote, takes the form of daily meetings during student lunch period. Regular content (on a rotating basis includes: "Data Days" where staff looks at, analyzes, and makes decisions about student data; Curriculum planning; Student work protocols based on our baseline assessment; Subject-specific literacy; Shared Staff Reflection; Restorative Practices Training; and Committee Work.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Our Leadership Team (consisting of our Queens Community House On-Site Director, Assistant Director, School Business Manager, and School Principal) meets twice each week to update, in part, our work with STH students. This usually requires us to do the following: maintain updated records of STH students; update and document expenditures of relevant funding; and discuss student outreach and support case-by-case. Wherever possible, we use QCH funding related to Internships to provide STH students opportunities for self-sufficiency and job training.

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.).

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.

During the summer and early September, our Year 6 Committee (consisting of teachers, administrators and QCH staff) participated in MOSL training, and then our staff reviewed city and school-level assessment options. Our school priorities were to a) keep citywide assessments to a minimum, to allow our students to focus on Regents exams and course-specific assessments, and b) to focus our assessments on college-readiness-related skills, namely literacy and problem-solving skills.

TA Schools Only

Use of Program Resources

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

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).

Voyages Parent & Family Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 staff of Queens Community School Advocate Counselors to serve as a liaisons between the school and families. These staff will provide parent workshops based on the assessed needs of the parents of children who attend our school – including College Preparation and Access, Home Structures and Communication with School. Advocate Counselors will work to

ensure that our school environment is welcoming and inviting to all parents, including regular communication about attendance and academic progress. Advocate Counselors, working with the Principal, QCH onsite Director and Assistant Director 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 (or as soon as PTA / SLT is established) 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 and evening events;
- maintaining an open-door policy for all administrators
- hosting events to support men asserting leadership in education for their children, as well as 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;

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 24	Borough Queens	School Number 744
School Name Voyages Preparatory 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 Nicholas Merchant-Bleiberg	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Frances Bolton	Guidance Counselor Tina Salmon
Teacher/Subject Area Andrew Schirling	Parent N/A
Teacher/Subject Area	Parent Coordinator Ronell John
Related Service Provider Richie Davila	Other N/A
Network Leader(Only if working with the LAP team) Derek Jones	Other N/A

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.	1	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	01
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)	205	Total number of ELLs	1	ELLs as share of total student population (%)	0.49%
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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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
SELECT ONE	0	0	0	0	0	0	0	0	0	1	0	0	0	1
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	1	0	0	0	1								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	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)	1

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	1	0	0	1
Total	0	0	0	0	0	0	1	0	0	1

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 n/a																			0	0
SELECT ONE n/a																			0	0
SELECT ONE n/a																			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 ELL	1	0	0	0	0	0	0	0	1	0
SELECT ONE n/a									0	0
SELECT ONE n/a									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	1	0	0	0	0	0	0	0	1	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 1
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

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

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

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
Advanced (A)										1				1
Total	0	0	0	0	0	0	0	0	0	1	0	0	0	1

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										1			
	P													
READING/ WRITING	B													
	I													
	A										1			
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5		1			1
6		1			1
7		1			1
8		1			1
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		1							1
5				1					1
6			1						1
7					1				1
8				1					1
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	1	0	0	0
Integrated Algebra	1	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and				
Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
 1. Because we are a high school, we do not use early literacy tools.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. Given that we have a single ELL, we cannot look at data patterns. Historically, our ELL data pattern indicated that our students do better on listening and speaking than they do in reading and writing.
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 [AMAQ tool](#))
 3. This informs our school literacy plan insofar as it means that reading and writing tasks need to be scaffolded, and vocabulary/grammatical structures explicitly taught in context. Given that we only have one ELL student, the AMAQ is not a useful tool.
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?
 - a. Given the number of ELL students that we currently have, we cannot identify patterns across proficiencies and grades. Because our ELL student is new, she has not taken any exams. However, she will be offered the opportunity to take Regents exams, other than the ELA, in Spanish.
 - b. We do not have ELL periodic assessment data, therefore we are not using it.
 - c. We are not learning from the ELL periodic assessment data.
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](#).)

Because we are a high school, we are not using data to guide instruction within the RTI framework.
6. How do you make sure that a child's second language development is considered in instructional decisions?

There are a number of ways that we consider a student's second language development. All classes have an explicit literacy focus across the curriculum, so ELL students are receiving explicit support in reading, writing, and vocabulary development in every class.
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.).

We evaluate the success of our program for ELLs through accumulating credits and passing their Regents exams.

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](#).)

a. What are the organizational models? ELL students receive services in a sheltered English class taught by a dually-certified ESL/ELA teacher. Advanced ELL students receive one period of sheltered English daily, and an additional period of ELA through a certified ELA teachers. We do not currently have beginning or intermediate level ELL students. However, any beginning- or intermediate-level ELL students would receive a second period of sheltered English (taught by a dually-certified ELA/ESL teacher).

b. Given that we are a transfer school, all students have individualized programs. ELL students, therefore, do not travel as a block. With the exception of pull-out services, ELLs receive instruction in heterogeneous classrooms.

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.

All ELL students receive more than the minimum mandated minutes as per CR 154, given that our class periods are fifty-five minutes long. Students who have (verb?) proficiency in the last two years receive English instruction delivered by the dually-certified ESL/ELA teacher. Advanced level students receive one period of ESL instruction daily, through the sheltered English class, as well as an additional period of ELA daily, delivered by a certified ELA teacher. Intermediate and beginning-level ESL students receive two period of ESL, delivered in a sheltered English classroom by a dually-certified ESL/ELA teacher.

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](#)].)

Paste response to question here:

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.

At Voyages, our ELL population is extremely small; this allows us to give these students individualized programs. Our Advocate Counselors also provide a key link to families, communicating regularly to ensure

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.

Students identified as ELLs will be administered the NYSESLAT/NYSITELL by a certified ESL teacher, scheduled in advance in coordination with the students' counselor and family. Two makeup dates will be provided.

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.  76/77% of parents report that the school prepares their students sufficiently for post-secondary learning; this is a key area of improvement across our school. To address this issue we have structured our quarterly assessments and curriculum PD around literacy, and students' ability to read, analyze and respond to text, which will not only impact their ELA/Math Regents scores (and thereby improve our College Readiness Index), but will also improve what we regard as key college skills. In addition, only 79% of parents believe the school gives students sufficient feedback about their progress. We are working to better the collaboration between our counselors and teachers to maximize how course and grade information is disseminated, and how students are involved in the process. In addition 84% of families named more hands-on learning as an area of improvement; as part of our PD and curriculum development, we are developing more curriculum-based field trips, and literacy activities that involve more discussion and movement than simple "pencil-and-paper" activity.

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])?
We use a sheltered instruction model; we currently have one ELL student, who receives both ESL during the day and in our PM Academy, with our ESL teacher.
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)?
Our students are programmed individually, because of our unique credit and regents needs and because of our limited sub populations of SPED students and ELL students.
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.
ELL students participate both in our regular classes and in our PM Academy (supervised and taught by our ESL teacher)
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Our ELL student are assigned a counselor who speaks their native language; this counselor works with school staff to maximize opportunities to assess the students' performance in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:
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).

Our current roster features one ELL student, who is an Advanced, long-term ELL. The most key differentiation for this population is to ensure that a) any and all text the student uses, including Regents-prep materials, are accessible and translated where necessary; b) content that may be more accessible (ex. pertaining to the student's family's home country) is integrated with instruction and c) that the student, because our population is older and more mature, is aware of his/her rights and entitlements.
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?
Again, our school has engaged in a school-wide initiative on literacy curriculum development (which includes whole-staff PD,

study and inquiry groups, and common assessments); this includes a focus on looking at cross-disciplinary academic text, and the ways that students access and respond to it.

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?

See above - Individualized Scheduling

Courses Taught in Languages Other than English

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:	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0

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

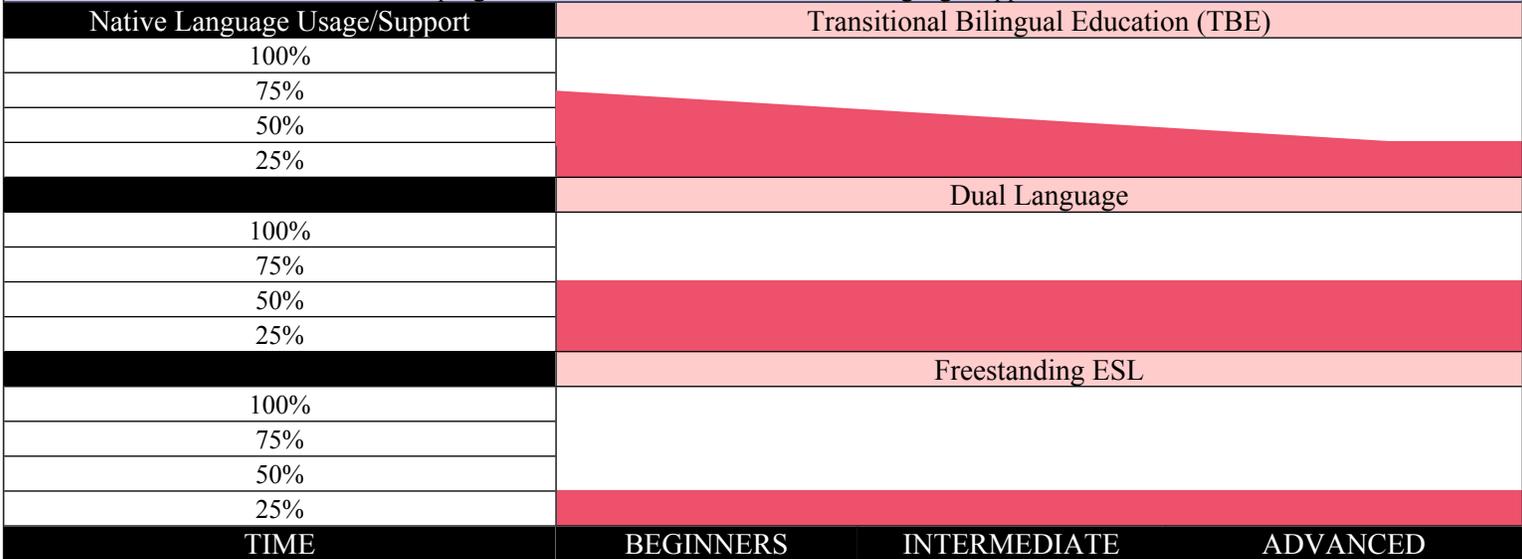
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.



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.
Our ELL students receive personalized scheduling, daily and weekly check-ins and counseling sessions with counselors, and have access to teacher "Office Hours" each week for extra support.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Currently our 1 ELL student has been with us for a very short time; however in that time the student is on track to pass her ELA and Math Regents, and acquired four credits this past trimester.
11. What new programs or improvements will be considered for the upcoming school year?
We are considering upgrading our online coursework, and each trimester we evaluate our course offerings.
12. What programs/services for ELLs will be discontinued and why?
None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
As mentioned above, we offer individualized programming, including after school coursework, tutoring and Regents Prep support.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Rosetta Stone; Connected Foundations
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
ESL
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
N/A - Students are not graded.
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.
All students go through our intake process, which includes thorough interviews (with translation where necessary) with both the student and his/her family.
18. What language electives are offered to ELLs?
Spanish, French, and English (through Rosetta Stone).
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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. Each teacher in our school, including our ESL teacher, develops an individual plan based on the Danielson Rubric, and teachers also set goals based on their MOSL ELA Tasks and how they function in their subject. 2. Our ESL teacher will be attending PSO-provided PD around Common Core and instructional Shifts. 3. N/A 4. Staff receive summer (August) and ongoing PD relating to ELL student needs and differentiated instruction.

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?

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 addition, each student and family is assigned an Advocate Counselor, who maintains regular contact with both students and their families.

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.

N/A

Part VI: LAP Assurances

School Name: Voyages Prep

School DBN: 24Q744

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nicholas Merchant-Bleiberg	Principal		1/1/01
N/A	Assistant Principal		1/1/01
Ronell John	Parent Coordinator		1/1/01
Frances Bolton	ESL Teacher		1/1/01
N/A	Parent		1/1/01
Andrew Schirling	Teacher/Subject Area		1/1/01
N/A	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Tina Salmon	Guidance Counselor		1/1/01
Derek Jones	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q744** School Name: **Voyages Preparatory High School**

Cluster: **05** Network: **561**

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

Part A: Needs Assessment Findings

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

Although we only currently have one (Advanced) ELL student, a number of our families require translation services. Each of our advocate counselors maintains close communication with each of their students and families; likewise, Spanish speaking counselors (the wide majority of our non-English speakers) are assigned to students whose families are Spanish speaking.

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

Again, we collaborate regularly with our CBO (Queens Community House), as far as outreach, conferences, communications from the school (fliers, invitations, etc.) Teachers and counselors communicate weekly about student updates, which includes such issues.

Part B: Strategies and Activities

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

We have a three Advocate Counselors and three DOE staff members who speak Spanish; two Advocate Counselors translate our outgoing school documents, and work with the Principal and QCH Director to edit and revise such documents.

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

Spanish-speaking staff are scheduled to be available during all conference days/evenings and family functions.

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

Families are informed both of DOE policies and the way we provide those services during their intake process, and as needed.