

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**27Q261**

**School Name:**

**VOYAGES PREPARATORY SOUTH QUEENS**

**Principal:**

**CHRIS LOSURDO**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 27Q261  
School Type: Transfer High School Grades Served: 9-12 Transfer School  
School Address: 156-10 Baisley Boulevard Jamaica NY 11434  
Phone Number: 718 276-1946 Fax: 718 276-2784  
School Contact Person: Chris Losurdo Email Address: Closurdo@schools.nyc.gov  
Principal: Chris Losurdo  
UFT Chapter Leader: Adam Sheflin  
Parents' Association President: Renee Skeete  
SLT Chairperson: Ernestine Butler-Johnson  
Student Representative(s): Jenifer Gonzalez

**District Information**

District: 27 Superintendent: LaShawn Robinson  
Superintendent's Office Address: 52 Chambers Street Room 319, New York, NY 10007  
Superintendent's Email Address: Lrobinson5@schools.nyc.gov  
Phone Number: 917-822-2281 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 561 Network Leader: Derek Jones

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Chris Losurdo	*Principal or Designee	
Adam Sheflin	*UFT Chapter Leader or Designee	
Renee Skeete	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Shithi Chowdhury Jenifer Gonzalez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ivonne Torres	CBO Representative, if applicable	
Sylvia Sanchez	Member/ Staff	
Rolanda Ross	Member/Parent	
Margaretta Mccoy	Member/Parent	
Pauline Dirton	Member/ Parent	
Ernestine Butler	Member/ Chair	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

VOYAGES South High School is a NYC DOE Transfer high school located on the second floor of the August Martin High School Campus. Our school is currently in her second year of development, having been founded in July of 2013. There are currently 225 students enrolled in our community of over aged and under credited students who have transferred from across South Queens and Brooklyn. Our Mission as stated below is one that identifies the individual challenges our unique population faces and our intention to build and provide students with a supportive and rigorous path to graduation.

VOYAGES South Mission:

We at VOYAGES SOUTH High School are dedicated to providing a Viable Option for Young Adults to Grow, Excel and Succeed. We are committed to creating and cultivating a cohesive community of learners that is small, supportive and standards based. Our fundamental goal is to engage and empower all of our students so that they develop the habits of the mind that will enable them to maximize their unique academic, social, and emotional potentials, becoming well-rounded citizens of our world. Our partnerships with various community based organizations and our sister school in Queens along with a rigorous, relevant, and responsive CCLS aligned curriculum allow us to meet the developmental needs and interests of each and every one of our students. Our core values of Perseverance, Community, Acceptance, Responsibility and Education ground all that we do.

We value PERSEVERANCE or the commitment to facing life's obstacles and the persistence it takes to overcome them, to making hard decisions and never giving up, refusing to fail through hard work.

We are a COMMUNITY where our success is dependent on a shared belief in one's role in their community. That good citizenship is defined through caring for others. That there is value in working well alongside people, and that one should respect and protect the physical environment of the community. That learning is dependent on safety and protecting others.

We believe in ACCEPTANCE and value the diversity and importance of opinions, backgrounds, and lifestyles that are reflective of our school, community and world. We acknowledge and accept all who enter our learning community as worthy of a new start despite past educational and life experiences. We reject discrimination and are always aware of the feelings and needs of others.

We take RESPONSIBILITY and a personal account of our own decisions and actions to self and others. We prove our responsibility by attending school, arriving on time, and in the professional manner by which we prepare for both education and life.

We value EDUCATION through taking interest in learning and the experience of discovery. That curiosity in the world beyond our own individual community is important to growth. That there is value in creativity and the strategies for new ways of accomplishing things this provides. We stress the importance of a foundation of academic skills and the opportunity to be successful in life after high school

VOYAGES SOUTH understands and appreciates that the traditional high school is not right for everyone. With this purpose in mind, we will create a small and safe transfer school to provide a learning environment where all work towards continued success. We at VOYAGES SOUTH are committed to providing over-age, under-credited students the opportunity to re-engage in high school and earn a Regents Diploma. To facilitate graduation in a timely manner, we

offer a rigorous, accelerated credit accumulation program that allows our most dedicated and hardworking students the opportunity to earn up to 21 credits a year. At VOYAGES SOUTH, we will build upon the unique talents and strengths of each of our students and provide every student the support needed to maximize their individual academic, emotional, and social potentials. Our partnerships with various community organizations will help to ensure our students' success by providing every student with an individual counselor to assist them with academic support, employment, counseling, college exploration, career awareness, and internships. Our students will leave us equipped with the essential skills and knowledge necessary to live as informed citizens in a multicultural, democratic society and to pursue a successful post-secondary education and/or career. In addition, VOYAGES SOUTH will offer students opportunities to learn through a program of positive community service, reinforcing our core values, while providing the skills necessary for their development as citizens in the larger world.

As a transfer school VOYAGES South has a strategic partnership with the community based organization Queens Community House. This partnership provide both advocate counseling services and individual supports for each of our students as well as organizing internships through the Learning to Work Program. In addition to our working relationship with QCH, VOYAGES South High School has also formed strategic partnerships with the following organizations:

1. SCO family of services for counseling, multi system treatment, academic interventions, and family services.
2. Safe Space Jamaica: This program offers a multitude of services for our young people from teen support groups, reproductive health care and counseling. They have a drop in center for LGBTQ young adults. There is a family resource center. Voyages South has utilized them for support services for our students.
3. Road Runners: Program has been designed to get young people in a healthy mindset through running. The program offers opportunities to participate in several marathons throughout the year.
4. King of Kings Workshops and Programming for at risk youth.
5. Advisory Program and curriculum developed as an inherent part of the VOYAGES South model.
6. College Access Success Program (CASP)
7. Partnerships with the following College or continuing education programs. These partnerships include workshops and college fairs for VOYAGES students, supports with onsite application process, college counseling, college tours, and mentoring programs:
  - ARMY
  - NAVY
  - NYPD
  - QueensCollege
  - Kings Boro CC
  - BMCC
  - Medgar Evers
  - Laguardia CC
  - Carsten Beauty
  - Hekels&McCoy
  - Ace Inst Tech
  - Allen School
  - Paccor PreSch
  - Holmes Home
  - Future Project
  - Kingdom Care
  -
8. Police Precinct 103: Collaboration with Officer Ramos to build on relations between cops and young adults, has offered workshops, been a motivational speaker and participated in our schools Opportunity Expo to talk about careers in the police work force.
9. Center for Anti-Violence Education: Brooklyn CBO which offers young women free workshops on self-defense. The curriculum integrates fun and active martial arts. This program has been utilized during the Respect for All initiative.
10. JCAL/ Jamaica Center for the Arts and Learning: Have offered a variety of art programs for our students.

VOYAGES South High School has developed a school wide initiative that identifies our yearly Senior Cohort based on

credit accumulation and state test schedules. This initiative has led to several strategies whose expectations are connected to college and career readiness and an individualized academic plan for each potential graduate. Below is a brief summary of this special initiative:

1. An ongoing collaboration between D.O.E., C.B.O., Counseling Interns, and the C.A.S.P. program staff called the VOYAGES SOUTH *College readiness Team or (CRT)*.
2. Seniors are in cohorts by date of graduation and provided senior advisors in addition to Advocate Counselors who monitor their academic progress, schedule regular check ins, provide academic supports and planning, and facilitate individualized attention during the college application process.
3. Every senior has a total of 9 RESPONSIBILITIES to accomplish prior to their graduation. Seniors are responsible for a senior binder/portfolio that provides evidence of the nine responsibilities:
  - Excellent Attendance
  - Maintain High Grades (Above an 80)
  - Attend Regents Prep
  - Study On Your Own Journal Check In
  - One Community Service Project this school year
  - Participate in an after-school activity or obtain an LTW (Learning To Work) internship.
  - Complete Your College/Career Applications (resumes & Cover Letters)
  - Read your VOYAGES SOUTH Email
  - Attend at least one college workshop a month.

As an ongoing challenge faced with our transfer school population, transcript credit evaluation, progress thru credit accumulation, NYS Regents test scores and cohort or expected graduation rates are in constant need of revision and assessment. Our staff and student representatives identified the need for a clear and consistently reliable form of communicating where individual students were at academically. As a result, VOYAGES South developed the Student Tracker initiative to create and communicate individual academic plans for each of our students. This initiative has several key components including the following:

1. Every student meets with counseling staff and our director of programming to formulate a plan of credit accumulation, ongoing scheduling of classes, and intended dates for NYS Regents exams and graduation. This plan is revisited following the end of each trimester.
2. The Student Tracker holds all transcript data and information from the programming meetings for each individual student and is an accessible running record of student work towards graduation. The student tracker is part of the VOYAGES South migration to online accessibility for all community members through the use of GOOGLE Education.
3. A large, easily understood Student Tracker board for student's to visualize where they are or are headed towards their hopeful graduation date.

VOYAGES South continues to develop as both a school providing a rigorous academic environment and a community that supports the emotional and social growth of over aged and under credited students. Although only in our second year of existence our school has proven to be a viable and important alternative to the many students of South Queens who have not been successful in their previous schools. The following are our learning community's strengths, accomplishments, and challenges using the six elements of the Capacity Framework as a rubric:

VOYAGES South has made several strategic decisions moving forward into our second year. Our strength in providing rigorous instruction is through continued development of all curriculum and instruction that aligns to the common core while at the same time addressing the many academic needs of a transfer school population. VOYAGES South has implemented and created many of the systems and structures that are necessary for high academic expectations and goals. The following accomplishments highlight our strengths as we create instruction that is customized, inclusive, motivating, and aligned to the Common Core in every classroom:

1. Continued professional development for teaching staff on the CCLS and the use of Depth of Knowledge, Critical Thinking Skills, scaffolding and the use of data systems through the guidance of teacher led PD Teams.

2. Our Common Core Team has addressed the instructional shifts of the CCLS, focusing on best practices for increasing literacy across all subject areas. Our subject teacher teams have begun developing curriculum according to the CCLS instructional shifts, implementing common across the classroom strategies for increasing literacy skills..

3. VOYAGES South teaching staff continues to develop rigorous lesson planning and through the Guided Learning Planning initiative, building classroom instruction on the principals of frequent checks for understanding, classroom discussion, student centered work, multiple entry points, differentiated and activity based approaches for students with below level academic skills.

4. Our school continues to respond to the needs of our students through the creation of a writing workshop class that assists struggling readers and writers and is focused on informational text and the CCLS.

5. Teaching staff continues to work on our Storefront Initiative that creates visually engaging, interactive, text rich classrooms that showcase student work and shared feedback strategies.

VOYAGES South continues to build a well-developed culture of support and understanding for our transfer students. Our strength is in the close collaboration our D.O.E. staff has with Queen's community House. Each individual student is known to the adults of our school community through a shared and thoughtful approach. Staff continues to implement systems, sharing data to identify and respond to both student and family needs. Our strength is in providing an environment that allows our students to make the important decisions necessary to complete their high school education.

VOYAGES South continues to encourage teacher collaboration through regularly scheduled peer Learning Walkthroughs, teacher led Professional Development. Our school collaborates through Google Drive to upload and share lessons, videos and other materials that can be used in the classroom and is shared with the entire school community. Teacher teams meet twice a week, continually contributing to the school community as they work on implementing the CCLS, analyzing student data, and developing instructional goals and initiatives.

Voyages South continues to build strong family-community ties through various family workshops, community based service projects, resources for families, and an active PTA and SLT. Our school is a welcoming place for parents, whose additional support of our efforts is vital for the growth and success of our transfer students.

Our challenges are inherent in the model of our school. Transfer students have been unsuccessful, at times after many attempts, in more traditional schools. Our population is academically challenging, with the majority assessed at far below grade level literacy requiring urgent interventions despite having to complete the rigorous and accelerated credit accumulation necessary for graduation. Our students and staff struggle with how to best set fair and reasonable expectations for learning, especially when aligning to the CCLS. Although we have applied the transfer school common core institute, our newness prevented our acceptance, and we continue to face the challenges of high expectations for high school students that have failed to attend school regularly since 7<sup>th</sup> grade. In addition to the numerous academic supports our students require, many of our transfer students must cope with social and emotional obstacles from incarceration, homelessness, and abuse to illness and having childcare needs of their own. Our population is also very transient in nature, with families continually uprooted and moving to areas that require tremendous travel time. Our location in South Queens in the August Martin Campus is a specific challenge with limited available public transportation, neglected facilities, and a building whose reputation is unfortunately negative when publicly expressed. Our ability to use technology is limited at best with a crumbling infrastructure, antiquated internet access, and well documented neglect. In this our second year, we are limited in classroom space, having constantly shifting rooms for teaching staff, while always adjusting to construction schedules that have closed bathrooms and gym space completely.

Despite the many challenges our focus will be on the continued growth in the following areas:

1. Common sense, practical and school wide implementation and curriculum alignment of the CCLS in a transfer school setting.
2. Continue to create and establish overarching systems and understandings of how to support and sustain student social, emotional, developmental, and academic health.
3. Continue to promote teacher collaboration, identifying best practices and strategies for instructional planning.
4. Continue to develop specific and measurable (SMART) goals for a shared vision of student success at VOYAGES South Queens. The continued articulation of this vision coupled with the specific strategies for shared leadership and teacher development.
5. Continue to develop multiple tools for regular communication with students and families that promote high academic and social expectations for students. To further our school's natural evolution to support both our student's academic and social needs as well as the families that are a necessary part of success.
6. Create an environment of trust throughout our community through consistently high academic and social expectations. To develop trust through a caring community that collectively communicates our core values and encourages continued learning and college readiness.

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

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

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In our second year of existence, development continues for a common sense, practical and school wide implementation of the CCLS in a transfer school setting. Teaching staff should continue improving the review and use of data to inform instruction in all core subject areas for all identified subgroups.

#### School Needs:

4. Ensure that teachers are able to develop and implement lessons that align to CCLS and provide differentiated instruction to meet the needs of all students. Using strategies and initiatives developed by the Common Core Team during professional development.
5. Use meeting time for subject teams to rigorously review lesson plans, examine student work through school wide collaborative protocols to ensure alignment to the CCLS. Provide additional PD on Data Driven Instruction protocols; ensure teachers incorporate PD strategies into their instruction practices through observational cycles and peer developed learning walkthroughs and timely feedback.
6. Provide dedicated meeting times for staff to develop interdisciplinary instruction that will include the arts, technology and enrichment opportunities for all students. Provide PD for all teachers on the effective use of interdisciplinary enrichment in their planning and instruction. Continue development of cross curriculum writing workshop classes, shared strategies for literacy development, academic vocabulary work, and engaging rigorous instructional activities using non-traditional text and materials.
7. Create a system for teachers to consistently review formative and summative assessments to ensure the alignment between the curriculum and assessments and to provide quality feedback to students that will improve student achievement. Creation of school wide common practices that allow for student feedback and reflection. Use of STARS assessment, VOYAGES South Diagnostics, SKEDULA, and The NYS Regents data to improve instructional outcomes and timely alignment of curriculum to the CCLS.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 90% of teachers will have been supported by professional development in the area of curriculum design that is aligned to key standards as evidenced by the creation and implementation of one full trimester Common Core Aligned Units of Study in all disciplines. This alignment will include the identified school wide shift towards increasing literacy as well as the subject area CCLS shift in focus.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing</i>
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<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<i>targeted?</i>		<i>and overseeing the activity/strategy?</i>
<p>Through the implementation and creation of a clear professional development plan, 90% of teachers will engage in professional development sessions that meet the needs of the whole school as evidenced by increased student achievement. Individualized professional development plans for teachers that highlight steps for support and progress will be created through conferencing, which will be conducted at least once per semester during which teachers along with administrators will set SMART goals. In addition teacher developed and facilitated Professional development will continue throughout the year based on conferencing, subject teams needs assessments and CCLS Team Recommendations</p>	All teachers will participate in professional growth communities that shift teaching practices.	Beginning September 2014 Weekly Professional Development ending in June 2015	Administration, CFN, Leadership Program Coach, Subject Team Lead Teachers, and re-design for schools professional development.
<p>Teachers will receive ongoing support to assist them in designing curriculum that is rigorous, engaging and relevant to students' lives through subject team planning sessions, work with re-Design for Schools, and weekly professional development . Teachers will engage in professional development around the use of protocols and CFG. Teacher teams within departments will engage in collaborative inquiry through the development of Critical Friends Groups, Student Work Protocols and the CCLS Team to ensure that curriculum is rigorous and in alignment with the CCLS.</p>	All teachers will participate in professional growth communities that shift teaching practices	Beginning September 2014 Weekly Professional Development ending in June 2015	Administration, CFN, Leadership Program Coach, Subject Team Lead Teachers, and re-design for schools professional development.
<p>Weekly, teacher teams will collaborate to share and analyze lesson unit plans and discuss how to deepen reading, writing and literacy tools to strengthen students' abilities to use textual evidence in writing and discussion. Teacher teams will work within the identified school wide and subject shifts to align curriculum with the CCLS. Teachers will engage in inter-visitations of classes guided by an approved student work protocol that will be implemented to ensure tasks are aligned to CCLS, Instructional Shifts, Differentiation strategies and Universal Design for Learning. Teachers will continue to implement</p>	All teachers will participate in professional growth communities that shift teaching practices	Beginning September 2014 Weekly Professional Development ending in June 2015	Administration, CFN, Leadership Program Coach, Subject Team Lead Teachers, and re-design for schools professional development
<p>The CCLS Team will meet weekly to set school wide goals and set teacher practices to improve pedagogy. Teacher leaders from each department will attend professional development monthly to ensure understanding, alignment and implementation of the CCLS and Citywide Instructional Expectations. These will be facilitated by CCLS Team, and work with re-Design. Teacher leaders who have participated in monthly professional development sessions will also assist in this process by facilitating departmental and small group</p>	Teacher leaders, Subject Teams, Admin., CCLS Team	Beginning September 2014 Weekly Professional Development ending in June 2015	Administration, CFN, Leadership Program Coach, Subject Team Lead Teachers, and re-design for schools professional development

sessions.			
Observations and feedback sessions will be conducted by Principal, Teaching Staff during Peer Walkthroughs, and Leadership Academy Coach. Teacher Teams will create a plan for shifts in instruction based on actionable feedback from observations.	Teacher leaders, Subject Teams, Admin., CCLS Team	Beginning September 2014 Weekly Professional Development ending in June 2015	Administration, CFN, Leadership Program Coach, Subject Team Lead Teachers, and re-design for schools professional development

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. We will use Title 1 SWP/Tax Levy funds to support Professional Development for teachers through per session and absence coverage’s for professional development. We will also use the same funding source to purchase professional readings and subscriptions for school staff.
2. We will use Title 1 SWP for members of the Professional Development Team, CCLS Team and Subject area Team to participate in monthly professional development.

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
  2. Specify a timeframe for mid-point progress monitoring activities.
1. 4% increase in student credit accumulation for Trimester 2 and 6% increase for Trimester 3 for all students with a total increase of 6% by August 2015
  2. Creating and revising performance tasks using Webb’s Depth of Knowledge Alignment Tool will be used to measure rigor. NYS Regents scores in all subject areas will increase by 5% by June 2015.
  3. Subject area teams and the CCLS Team will meet on both a weekly and monthly basis and will create the road map to engage teachers in the work around mapping and alignment for the CCLS.
  4. 85% of all lesson plans will increase their rigor through implementation of the school wide and subject area shifts to the CCLS.
  5. By June 2015, teachers will have an instructional plan in place to assist the needs for all subgroups of students in our school.

**Part 6b.** Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

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

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

VOYAGES South will continue to create and establish overarching systems and understandings of how to support and sustain student social, emotional, developmental, and academic health.

**Needs:**

1. Ensure that all staff members consistently model and communicate behavioral, the mission and vision of the school, academic and social expectations, and the core values that make success and inherent part of VOYAGES South Queens.
2. To further strengthen the collaboration between CBO staff and DOE staff through protocols and shared systems of communications. To provide additional professional development for the social and emotional supports necessary to maintain a well-developed school environment and culture.
2. Ensure that all stakeholders are aware of the role they can play in making the school a safe place to learn.
3. Provide additional PD for all staff on the collection of data, analyzing and use data to make informed decisions that increase student opportunities for academic and social success. Creating systems that allow access across the school to data that builds complete pictures of transfer students that result in individual planning for academic and college success.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By August 2015 there will be a 5% increase in school-wide attendance or an average of 75% yearly attendance rate and credit accumulation, with support of school recognition programs and effective partnerships with CBO’s, as measured by attendance data and comparative transcript audit, and peer comparable graduation rates.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>			
Strategy: To support student achievement through our Accelerate program and partnership with Queens Community House by creating	All Staff, students	August 2014 –	CBO Administrators.

meaningful relationships between staff and students.	and parents	September 2015	Parent Coordinator, Advocate Counseling Staff, DOE Staff, Administration, Student Leadership Team
The CBO Director, Principal, Administration, and School Social Worker will align services of all components for academic, social, and emotional support at VOYAGES South to effectively engage students. Administration team will conduct weekly meetings to discuss, outreach, data, and coordination of services. Continued creation of programs and incentives that will effectively engage students and parents. Continued regularly scheduled home visitations by advocate counseling staff to at risk students. At the end of every marking period we will conduct a data analysis for impact.	All Staff, students and parents	August 2014 – September 2015	CBO Administrators. Parent Coordinator, Advocate Counseling Staff, DOE Staff, Administration, Student Leadership Team
Members of the attendance committee, advocate counselors, school social worker and guidance counselors will engage in professional development sessions with Queens Community House, as well as DOE provided attendance professional development.	All Staff, students and parents	August 2014 – September 2015	CBO Administrators. Parent Coordinator, Advocate Counseling Staff, DOE Staff, Administration, Student Leadership Team
In order to increase student achievement we will create a culture that celebrates success and recognizes improvement by implementing a series of structures recognizing outstanding improvements in the following categories: Academic Achievement; Attendance; Community Involvement; Most Improved; Graduation. In addition, the LTW Program will continue to successfully provide our school with community based internships, serving as a collaborative model between the DOE and CBO. Internships will increase attendance through a source of consistent income, opportunity for networking, job and college references, and resume building experience.	All Staff, students and parents	August 2014 – September 2015	CBO Administrators. Parent Coordinator, Advocate Counseling Staff, DOE Staff, Administration, Student Leadership Team

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Title 1 Priority/Focus SWP, to support Professional Development for teachers through per session and absence coverage’s. The 21<sup>st</sup> Century grant will support the Coordinator for CBO after school program as well as support the teaching staff they will receive per session hours ( 2 -3 staff members approximately 50 hours) using Title 1 Funds .
- LTW Component and Advocate Counseling Staff will be funded through City Grant Program.

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

- 1. Implement student recognition systems at the end of each semester that are visible school wide.
- 2. Continued use of SKEDULA , ATS, VOYAGES South Student Tracker, Transcript Monitoring Systems, Home Visits, ILOG and CFN Systems for continuous data check ins on student attendance and academic progress.

- 2. Continued workshops for students, attendance incentives, honor roll dinners, and advanced class offerings.

**Part 6b.** Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- 12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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

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

### Part 1 – Needs Assessment

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|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Teachers meet to identify practices and strategies for instructional planning

Needs:

1. Ensure that teachers develop lesson plans that take into account data reflecting the needs of all subgroups. Ensure that teachers set challenging and achievable learning goals with students.
2. Provide staff with professional development that has a specific focus on ensuring that teachers consistently provide instruction that aligns to the CCLS and includes higher-order questioning techniques that challenges students and engages all students in their learning experience.
3. Ensure that all teachers provide a learning environment in which the needs of students are met and opportunities are provided for students to share and discuss their viewpoints and opinions.
4. Ensure that teachers use data to group students and provide learning activities that match the differing needs and abilities of these different groups; provide students with achievable next steps for learning based on data and other assessment analysis.
5. Continue to promote a climate of collaboration through scheduled peer learning walkthroughs, subject team meetings, collaborative systems on GOOGLE APPS, shared planning and school wide goals generated by teacher led professional development.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 each department will create four common marking period assessments and two cumulative final assessments per trimester that will measure student mastery of skills. Each assessment will be included in the student’s final grade. Assessments will align with a common subject area rubric that is evidence of student mastery throughout the subject areas.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
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16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
Teachers receive professional development that engages them in creating meaningful assessments. During professional development time and scheduled subject team meetings, departments create common assessments and rubrics based upon agreed upon curriculum, and then review and revise. Common assessments are given multiple times a year, and are graded with feedback using a school-wide system.	Teachers	October 2014 – June 2015	All Teachers and monitored by Administrators.
Teacher driven subject inquiry teams engage in the analysis of the assessment data using student work protocols and student work protocol to inform instruction and the quality of assessment.	Teachers	October 2014 – June 2015	All Teachers and monitored by Administrators.
All teachers utilize Skedula to keep grade-books, and assignments, as well as to input final grades. Teachers will update Skedula weekly to provide ongoing feedback on the targeted content and skills. Students and teachers have access to Pupil-Path (student version of Skedula), and this tool offers a venue for ongoing communication between home and school, as well as allowing students to self-monitor. At the end of each semester, students and families will receive copies of their individualized VOYAGES South Student Tracker, a credit tracker that illustrates credits accrued by subject area, credit accumulation, credits needed, credits in process, scheduled Regents dates, and projected graduation dates.	Teachers	October 2014 – June 2015	All Teachers and monitored by Administrators
Teaching staff will utilize collaborative tools from GOOGLE to set meeting agendas, access student data, share lesson planning strategies, and provide feedback during peer walkthroughs.	Teachers, students, parents	August 2014 – June 2015	All Teachers and monitored by Administrators

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. We will use Title 1 SWP funds, Tax Levy FSF to pay for Skedula (Datacation) in order to increase communication, parent participation and student engagement. We will also have training for parents, staff and students, using these funds. We will pay for other various platforms to continue increased communication and parent involvement using with Educational Software Funds.
2. We will use Title 1 SWP funds to support Professional Development for teachers through per session and absence coverage's. We will also use the same allocations to pay for supports given by re-Design, Leadership academy, and other teacher driven professional development organizations. We will also use the same funding to purchase professional readings and subscriptions for school staff.
3. We will use Title SWP funds to support two identified teacher leaders to coordinate Skedula they will receive 25 hours per session for training and implementation. Teacher should receive approximately 5 days of professional development.
4. We will use Title 1 SWP funds to support one identify one teacher per department to monitor progress in PLATO each teacher will receive 50 hours per session for training and implementation. Teacher should receive on going professional development.

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

1. To see alignment between curriculum and assessments by February 2015 teams will have engaged in 3 cycles of review of assessment based on using student work.
2. 75% of students will use Skedula regularly to monitor their progress on assessments administered.
3. We will each department will create four common marking period assessments and two cumulative final assessments per trimester that will measure student mastery of skills between October 2014 and June 2015 with 6 cycles of review.
4. We will engage in 6 cycles of analysis of assessment data by June 2015.
5. By June 2015 65% students and advocate counselors will have logged on to Skedula a minimum of 3 times to review progress.

**Part 6b. Complete in February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Develop specific and measurable (SMART) goals for a shared vision of student success at VOYAGES South Queens. The continued articulation of this vision coupled with the specific strategies for shared leadership and teacher development.

Needs:

1. Establish systems of clear communication and collaboration between Principal, CBO and Teaching Staff that continues to drive professional growth and student success. Enable stakeholders to have voice by providing an environment that is inclusive to ideas and strategies from all.
2. Ensure that all teacher observations and feedback focus on the practices that are most in need of improvement and are likely to lead to advances in student learning and achievement. Ensure that there is a close alignment between identified areas for development and a systematic program of PD
3. Monitor the collection of data and ensure that staff uses data to evaluate the performance of the school, different groups of students and individual students; Ensure that teachers use data regularly to drive instruction.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
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By June 2015, 75% of teachers will show at least one level of growth in 4 components areas, Domain 1 Planning and Preparation(1E, 1F), Domain 2 The Classroom Environment , Domain 3 Instruction (3B, 3D), Domain 4 Professional Responsibilities.
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### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and			

engagement 28. Activities that address the Capacity Framework element of Trust			
Strategy –Develop a year-long Professional Development Plan aligned with the school goal of using data to inform instruction/teacher practice that is assessed and monitored regularly using teacher voice and input.	Teachers	September 2014 – June 2015	Administration
Principal and Teaching Staff will offer professional development a minimum of three times a week to ensure understanding and implementation of selected domains and competencies Domain 1 Planning and Preparation(1E, 1F), Domain 2 The Classroom Environment , Domain 3 Instruction (3B, 3D), Domain 4 Professional Responsibilities	Teachers, Principal	September 2014 – June 2015	Instructional Staff, Principal
The Principal, Administration Team, and Teaching Staff meet weekly during collaborative time to norm observations practices. Observations will be accompanied by immediate actionable feedback and next steps based on the Danielson Framework for Teaching. The VOYAGES South template for peer observations will be refined and assessed periodically to continue working within the Danielson components.	Teachers, Administrators	September 2014 – June 2015	Principal, Administration Team, and Teaching Staff
Teacher subject teams will review data from Marking periods using a prescribed protocol to analyze trends and supports needed. Systems for analyzing data will be developed during scheduled team meetings and vetted through professional development time by staff.	Teachers, Administrators	September 2014 – June 2015	Principal, Administration Team, and Teaching Staff
Principal will review data from Teach Boost and ADVANCE monthly to analyze teacher growth	Principal	September 2014 – June 2015	Principal and Teaching Staff
Staff will develop clear system of communication and protocol for case conferencing used during monthly meetings between Advocate Counselors and Instructional Staff.	Teachers, Principal, CBO, Advocate Counselors	September 2014 – June 2015	Principal, Administration Team, and Teaching Staff
All teachers will engage in self-assessment of teaching practices based on professional development topics. Self-assessment data will be used to revise professional development plan.	Teaching Staff	September 2014 – June 2015	Principal, Administration Team, and Teaching Staff

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. We will use Title 1 SWP/Tax Levy to support Professional Development for teachers through per session.
2. We will also use Title 1 SWP/Tax Levy to purchase professional readings and subscriptions for school staff.

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

- 1. 75% of teachers will increase one level of growth at the end of each semester in accordance with ADVANCE ratings (MOTP and MOSL). Beginning October 2014 Principal will conduct weekly PD ending June 2015.
- 2. 75% of teachers will show evidence of improvement in their teaching practice as identified in the Danielson rubric.
- 3. Course passing rates will increase by 15% Beginning October 2014 ending in June 2015
- 4. 90% of teachers will use protocols and resources published on the schools website to increase one level of growth at the end of tri-semester in accordance ADVANCE ratings (MOTP and MOSL).
- 5. All teachers will be tracked for progress through conferencing and individual professional development plans will be assessed and revised a minimum of 3 times a year. By January 2015 through June 2015

**Part 6b.** Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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

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

### Part 1 – Needs Assessment

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|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

The school has developed multiple tools for regular communication with students and families to foster their high expectations for student academic achievement. The school leader has ensured that there is regular communication between the school and its students and families and that this communication informs parents of the high expectations for student academic achievement. VOYAGES South will continue to collaborate with Queens Community House building strong community and family ties.

Needs:

1. Ensure that all subgroups of students and their families can communicate reciprocally with the school; monitor the effectiveness of communication strategies with parents and address any issues or concerns
2. Ensure that PD is provided for staff that equips them with the skills and expertise to develop strong relationships with parents; provide families with the tools and support to help them work with the school in improving academic achievement.
3. Provide data that is accessible and understood by parents that will enable them to support their child’s social and emotional developmental health and academic growth and advocate for services.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By August 2015 there will be a 10% increase in the credit accumulation for students within their mandated graduation cohorts.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			

37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
To address the promotion and attendance of at risk students including LTA, upon admission (and ongoing), a review of incoming transcripts by Director of Programming, Social Worker, and Intake Coordinator will allow students to be properly placed in their correct academic program. Our Support Team facilitated by advocate counseling staff will create a “road map” for students that will be shared with students and parents via written and verbal communication in the form of a consistently updated Student Tracker towards graduation.	Students	On-going school year 2014-2015	Administrators
All students are closely monitored by an advocate counselor, in order to assure that parents and students clearly understand their goals and supports. Advocate counseling staff communicates with parents and students during scheduled outreach meetings.	Students, Parents	On-going school year 2014-2015	Administrators
Students are also assigned a Senior Advisor according to their cohort and projected graduation dates. Advisors will ensure graduation and promotion requirements are continuously monitored and communicated to both students and parents.	Students, Parents	On-going school year 2014-2015	Administrators
Monthly workshops for parent engagement based on the needs of families in community.	Parents	On-going school year 2014-2015	Administrators
We will continue to use SKEDULA which allows parents to track student progress, attendance and supports parent/teacher communication. Skedula also allows us to monitor school-wide academic expectation and rigor, via grade-books, assignments, and feedback to students (via anecdotes).	Parents	On-going school year 2014-2015	Administrators
Parent engagement through special occasions, trips, celebrations, and graduation ceremony coupled with a school newsletter mailing and consistent outreach by staff. Community service projects that address the needs and concerns of students and families.	Parents	On-going school year 2014-2015	Administrators
Intake process that provides resources for and input from families and student support mechanisms.	Parents	On-going school year 2014-2015	Administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Title I SWP/Tax Levy to support Professional Development for teachers through per session.
2. LTW Grant to support CBO and DOE collaboration and fund workshops.

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

1. Ongoing review of programming, credit accumulation and scholarship to ensure on-going programming based on individual student needs (SKEDULA and STUDENT TRACKER)

2. Advocate Counselors will share updated information with parents via Skedula and VOYAGES South Newsletter 10 times during the school year.

3. A 5% increase in parent participation in parent workshops.

**Part 6b.** Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Off track for graduation, failing regents, skill level	ELA/Lightsail Academic Support	Small Group, Tutoring, one on one	M-Thursday 2:53-3:48, Various set times and dates according to individual teaching schedules.
<b>Mathematics</b>	Off track for graduation, failing regents, skill level	Math/Plato Academic Support	Small Group, Tutoring, one on one	M-Thursday 2:53-3:48, Various set times and dates according to individual teaching schedules.
<b>Science</b>	Off track for graduation, failing regents, skill level	Sciences Academic Support	Small Group, Tutoring, one on one	M-Thursday 2:53-3:48, Various set times and dates according to individual teaching schedules.
<b>Social Studies</b>	Off track for graduation, failing regents, skill level	History Academic Support	Small Group, Tutoring, one on one	M-Thursday 2:53-3:48, Various set times and dates according to individual teaching schedules.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Results of student survey, student request and staff recommendation	Study Skills; Attendance Support; Peer Mediation;	Small Group, Tutoring, one on one	M-Thursday 2:53-3:48, Various set times and dates according to individual teaching schedules.

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>VOYAGES South will implement a hiring committee that works with the DOE to screen and hire teachers with the specific skills and talent necessary to implement change and rapidly raise student achievement from the levels currently seen at August Martin. To support staff and create a community of collaboration we will put in place professional development programs including those outlined below:</p> <p>All recruitment, retention, and assignments are conducted using a collaborative approach. Candidates are identified using strategies in accordance to contractual obligations. Strategies include:</p> <ol style="list-style-type: none"> <li>1. VOYAGES South hiring committee whose membership includes administration, teaching staff and counseling staff.</li> <li>2. Assignments based on license, expertise and student credit requirements.</li> <li>3. Teacher led subject, academic, and professional committees:             <ul style="list-style-type: none"> <li>• Academic Committee</li> <li>• Incentive and Attendance Committee</li> <li>• Common Core and College readiness Committee</li> </ul> </li> <li>4. Scheduled common planning time for all DOE staff. (5 days a week set aside time)</li> <li>5. Relevant professional development based on committee recommendations, staff initiated and facilitated during common planning time.</li> <li>6. Student Work Protocol and Staff Inter-visitations that allow collaboration.</li> <li>7. Shared leadership with staff that recognizes teacher voice, input and expertise.</li> <li>8. Ongoing professional development in key subject areas.</li> <li>9. Mentoring program and collaborative teaching classrooms across subject areas.</li> </ol>

**2b. 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).
Committed to the belief that all students can learn at high levels, VOYAGES South believes that in order to achieve college and career readiness, students must engage in and demonstrate evidence of inquiry-based learning, classrooms must be student centered, including differentiated instruction evidenced by alternative groupings in the classroom, and

daily writing and end of semester projects must be aligned to the Common Core Learning Standards. Differentiated professional development for instructional staff and will allow staff members to grow individually as well as turn-key new learning.

Teacher led subject, academic, and professional teams that meet weekly with set agendas, checkpoints and deliverables. In addition VOYAGES South will be working with re-Design to identify growth areas for PD. Professional development that is both ongoing and high quality will be evident through the following:

- Academic Committee researches relevant data on transfer students and CCSS assessments. Identifies strengths and weaknesses in constantly evolving learning environment.
  - Professional Development Team
  - Common Core Team recommends school wide programs that incorporate the CCLS into subject area curriculum, facilitate and lead professional development for all staff on the CCLS .
  - College Readiness Team researches and facilitates PD on best practices for preparing VOYAGES students for post-secondary education paths.

2. Scheduled common planning time for all DOE staff. (Twice weekly for Subject Team Meetings)

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.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

N/A

#### **3b. TA Coordination with the Regular Program**

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

N/A

### **Part 4: SWP Schools Only**

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

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

N/A

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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, PLATO Supports, and LightSail Reading Support to provide data for supporting at risk students in ELA and Math.

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	X 98,379	X	11, 14, 18,21,24,27
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	X1,550,508		11, 14, 18,21,24,27

#### <sup>1</sup>Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual

identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### 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 the school. [VOYAGES High School South Queens], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. [VOYAGES High School South Queens], will support parents and families of Title I students by:

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

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

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

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

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

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

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

### School-Parent Compact (SPC) Template

**[VOYAGES High School South Queens]**, 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 1<sup>st</sup> 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>27</b>	Borough <b>Queens</b>	School Number <b>271</b>
School Name <b>VOYAGES South High School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Chris Losurdo</b>	Assistant Principal
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>N/A</b>	Guidance Counselor <b>Danielle Mackey</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>150</b>	Total number of ELLs	<b>0</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained										0	0	0		0
SELECT ONE														0
<b>Total</b>	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. [i](#)

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	0		0	0		0	0		0	0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	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
<b>TOTAL</b>	<b>0</b>													

## 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
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/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

- 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 [AMAQ 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. Throughe out the year, we examine student progress on exams, class grades, credits and attendance. We look for trends amongst varoius populations of students, including the lowest third, ELL's, and Special Eudcation 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. *①*  
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 or NYSESLAT Results. In addition to ESL, students have access to support services that help transition into high school (i.e. 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.

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 ESL Standards.

d. Long Term ELLs (6+ years) receive 180 minutes of ESL services per week. Students are programed for 1 45 minute class each 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 students 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.

### 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:			
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
<b>FOR TBE /DL PROGRAMS:</b> 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

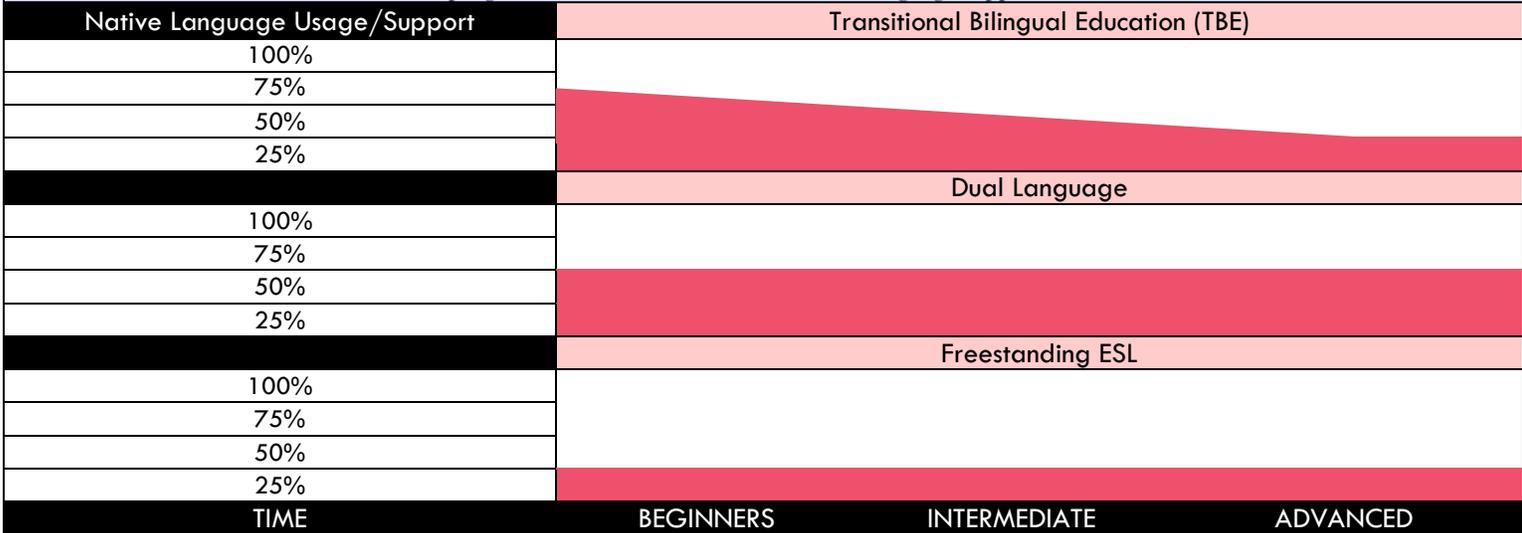
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.  
**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.- 3:11 p.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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
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