



2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DRAFT - PENDING SUPERINTENDENT APPROVAL

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

School Name: **VOYAGES PREPARATORY HIGH SCHOOL**

Principal: **NICHOLAS MERCHANT-BLEIBERG**

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 24Q744
School Type: Transfer Grades Served: 10-12
School Address: 45-10 94th Street, Elmhurst, NY 11373
Phone Number: (718) 271-7851 Fax: _____
School Contact Person: _____ Email Address: _____
Principal: Nicholas Bleiberg-Merchant
UFT Chapter Leader: Michael Cardona
Parents' Association President: Regina Temples
SLT Chairperson: _____
Student Representative(s): Jameise Moore and Gerard Harris

District Information

District: 24 Superintendent: LaShawn Robinson
Superintendent's Office Address: _____
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Cluster and Network Information

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

1. 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*.
2. 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.**
3. 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)
Nicholas Merchant-Bleiberg	*Principal or Designee	
Michael Cardona	*UFT Chapter Leader or Designee	
Regina Temples	*PA/PTA President or Designated Co-President	
Edmond Desvigne	DC 37 Representative, if applicable	
Gerard Harris Jameise Moore	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	
Leah T. Ross	Member/ DOE	
Joseph Bofill	Member/ Parent	
Deborah Snape	Member/ Parent	
Judy Kelsey	Member/ Parent	

**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
<ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> ● Trust: 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:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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.

1. Voyages Preparatory High School is a transfer school in Elmhurst, Queens. We currently have students on our roster. Our year to date attendance is 66%. 9.6% of our students have IEPs, and 1.3% of our students are ELLs. 41.8% of our students are in the citywide lowest third. We have a number of unique characteristics, including wrap-around services such as mental health and substance abuse counseling and referrals, internship preparation, as well as individualized programming. Furthermore, we have a representative of the College Access and Success Program (CASP) comes weekly to provide additional support and counseling for students regarding post-secondary education.

The mission of VOYAGES Preparatory High School is clear: providing an education that develops self-aware, independent, sharp-minded young adults who can effectively communicate their ideas and passions. The adults and students of VOYAGES comprise a small and safe community of learners to committed to intellectual growth through regular classroom discussions, socio-emotional growth through robust advisory groups, and moral growth through a strong restorative justice program.

Our fundamental goal is to engage and empower all our students so they develop the skills and habits of mind that will enable them to actualize their unique academic, social, and emotional potentials and live successful and satisfying lives. Our strongest partnership/collaboration is with our CBO, Queens Community House. QCH makes it possible for us to fully support our students through counseling, attendance outreach, internships, college-readiness support, as well as a wide-ranging afterschool program that includes enrichment as well as academic support. We have a strong advisory program, which is supported by Operation Respect, and our students receive literacy support through strategies that are supported by SAL.

2. We are among the most successful transfer schools, with two successive A grades on our school report cards (2011-2013) and a Proficient rating on our School Quality Review for the school year 2013-2014. Our greatest challenges lie in attendance and credit accumulation. These challenges are connected; students can't pass classes if they don't attend school. Over the past year we have revamped our our planning and teaching strategies, our student accountability structures, and the rigor of our curriculum and assessment; in some sense, we have made credits harder to acquire at Voyages. We have done so in order to better prepare our students for post-secondary challenges. We have accordingly developed student support structures since Spring 2014 which will scaffold student success in this new model.

3. Our CEP goal for the 2013-14 year was increasing collaboration between DOE and CBO staff. We experienced a great deal of growth in this area. We developed structures that would allow us to successfully introduce a school-wide advisory program, with each advisory being co-taught by DOE and CBO staff. This has given us the opportunity to work closely together on shared goals, and a specific focus for collaboration. Much of the work we have done this year, around shared data tools and systems for supporting academic success, rely on these collaborative relationships, further developing them. We developed new school-wide committees, each of which has members from QCH and DOE. We have three key areas for growth this year: improving the strategic use of data by staff, improving student credit accumulation, and improving our yearly attendance.

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

- 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).
- 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.

Our 2013-2014 Quality Review indicates that our academic program would benefit from more higher-thinking skills and rigorous tasks. Furthermore, it was noted that lesson plans lacked differentiation, and activities that were rooted in analysis of student data. Additionally, there was insufficient consistency across classrooms. We saw staff professional development, principal-teacher dialogue through observations and individual meetings, and teacher-to-teacher collaboration as opportunities to improve our instruction in these areas. Through our own analysis we found that the average Voyages student acquired 5.5 credits, total, for the school year 2013-2014. Through our study of schoolwide and individual student attendance, and interviews with students, teachers, and advocate counselors we attributed this statistic to the following: increased rigor of instruction and grading structures, without accompanying support and clear communication to students; grading systems that were heavily based on attendance and *amount*, rather than *quality* of schoolwork; and a lack of self-advocacy on the part of our students.

Part 2 – Annual Goal #1

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.

We will improve credit accumulation by students, so that average annual credit accumulation is 9 credits during the school year 2014-2015 (as of June 26 2015). We will do this by implementing a mastery-based teaching model that has embedded within it regularly scheduled corrective teaching sessions, and provide a robust advisory program that increases student engagement as well as helps them develop “school skills.”

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Strategies to increase parent involvement and engagement ● Activities that address the Capacity Framework element of Trust 			
Deepen and refine teacher capacity in the use of mastery-based teaching and corrective strategies, including associated rubrics and multiple points of entry/scaffolded/differentiated tasks.	Teachers	Sept-Nov	Members of the Academic Standards Committee, Lead

			Teacher Frances Bolton, Program Chair Mike Cardona
Revise the teaching schedule so that students have regular opportunities to meet with their teachers for corrective teaching and enrichment.	Students and teachers	Nov 2014 – July 2015	Program Chair
Offer extensive professional development around components of Mastery-based teaching	Teachers	November 2014 – July 2015	Academic Standards Committee, Lead Teacher
Professional development around strategies for using circles, and advisory curriculum	Advisors, QCH and DOE	July 2014 – July 2015	Principal, staff from Operation Respect

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Michael Cardona is designated our Data Specialist; Mr. Cardona reviews all student transcripts and school-wide academic data each trimester and meets with teachers (individually and in departments), advocate counselors and administrators in order to target support and strategic efforts. Mr. Cardona also individually programs each student. This year Frances Bolton, English teacher, became our Lead Teacher in English. Ms. Bolton, collaborating with Mr. Cardona, the Principal and teaching staff, designs professional development activities which incorporate immersion-style reading and discussion, lesson shares, and data study.</p> <p>In order to support the re-design of our Advisory program, we have contracted with Mark Weiss from Operation Respect to provide training and consultation for our Advisory pairs (teacher and advocate counselor), non-Advisors and administrators. This includes a combination of modeling during Advisory, strategic Leadership meetings, full-staff PD and as-needed consultation and support.</p>

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

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> ● Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. ● Specify a timeframe for mid-point progress monitoring activities.
<p>At the midpoint of each trimester, the Academic Intervention Committee and Leadership Team will review student grade data to assess progress toward the goal, and (more importantly) target support and intervention for students who are failing multiple classes. These two teams communicate directly with Advisors, who facilitate student-teacher meetings and “office hours” support sessions where applicable. At the end of each Trimester, students who gain 0-1 credits will meet with their advisors, the Principal and CBO Director to reflect on the past trimester and to identify their needs and goals moving forward.</p>

Part 6b. Complete in February 2015.

● Did the school meet the midpoint benchmark(s) in the timeframe specified?		Yes		No
● 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

- 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).
- 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.

Our 2013-2014 Quality Review indicated that, while we had classrooms that were rigorous, we lacked consistency across classrooms. Depending on the teacher, the expectations of students varied. Some classrooms were rigorous, while other classrooms lacked rigor. That meant that students had to adjust their performance according to particular classroom, and this made it difficult for them for them to perform consistently. That inconsistency made it hard for us to support students academically. In addition to the lack of academic consistency, our advisory program was weak. Advisory took place after school, taught by advocate counselors, and was open only to students who required an elective credit. Because it didn’t have a place in the school-wide culture, it didn’t offer the support to students that they required. Furthermore, teachers and advocate counselors didn’t have a shared platform for sharing/discussing student data.

We have made a great deal of movement in terms of developing a culture in which students feel safe, supported, and challenged by their peers. We started a school-wide advisory program--co-taught by teachers and CBO advocate counselors--which gives students the opportunity to share and build on their skills and experiences. Furthermore, we’ve gone through a major shift in teaching towards a mastery-based system, in which students are given multiple opportunities to demonstrate understanding, as well as regular opportunities for corrective teaching, informed by data.

Part 2 – Annual Goal #2

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

We expect to improve student outcomes and school performance through the strategic use of data - which will bolster our support structures (ex. Advisory, Academic Intervention, SPED, corrective teaching) and lead to stronger student self-advocacy and a more effective classroom instructional loop (teach, assess, correct). By the end of school year 2014-2015, the average student will have accumulated 9 credits (up from 5.5 at the end of school year 2013-2014).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
● Research-based instructional programs, professional			

development, and/or systems and structures needed to impact change <ul style="list-style-type: none"> 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 		<i>date?</i>	<i>activity/strategy?</i>
Increase use of New Visions Student Sorter	All staff, DOE and QCH	Sept-June	Program Chair
Deepen capacity in use of rubrics in order to better assess students and gather more accurate data.	Teachers and students	Sept-June	Academic Standards Committee/Lead Teacher
Develop authentic formative assessments that will be used to inform instruction.	Teachers	Nov-June	Lead Teacher
Use authentic formative assessments to make data-driven decisions which will drive corrective teaching, small group, and pull-out instruction.	Teachers, Program Chair,	Nov-June	Lead Teacher/Academic Standards Committee
Deepen and refine advisory curriculum	Advisors (DOE and QCH)	Sept-June	Mark Weiss, Operation Respect, Nicholas BleibergMerchant, Principal

Part 4 – Resources Needed

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

Mr. Cardona, our Data Specialist, works with the New Visions Student sorter, generating reports for use by teachers and QCH staff. He also leads teacher training in the use of data. He also developed a schedule for corrective teaching. In addition, the Academic Standards Committee, along with Ms. Bolton, Lead Teacher, developed resources and maps to support teachers in deepening their practice of mastery teaching. Mr. Merchant-Bleiberg, in cooperation with Operation Respect, developed an Advisory curriculum that supports students academic and socio-emotional growth.

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:

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

Every two weeks, our schedule includes an office-hours period where students are targeted by subject area for conferences, remediation and support. Students will be identified for these sessions based on bi-weekly progress reports, which advisors, the Program Chair and Principal will review. We will track student attendance and outcomes from these sessions. The Program Chair will also lead the teaching staff in reviewing student data, based on formative assessments and student work protocols (in departments).

Part 6b. Complete in February 2015.

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> 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 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

- 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).
- 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.

Our 2013-2014 Quality Review indicated that, while we had classrooms that were rigorous, we lacked consistency across classrooms. Depending on the teacher, the expectations of students varied. Some classrooms were rigorous, while other classrooms lacked rigor. That meant that students had to adjust their performance according to particular classroom, and this made it difficult for them for them to perform consistently. That inconsistency made it hard for us to support students academically. In part, this inconsistency was due to insufficient teacher collaboration.

Our daily schedule has significant time built into it for teacher collaboration. Teachers meet daily for their administrative period, and our Program Chair, Mike Cardona, schedules department-wide common preparatory periods when possible. Given that, we already have the time available for significant, meaningful teacher collaboration.

Part 2 – Annual Goal #3

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.

In departments, teachers will develop four common formative assessments and use them to inform instruction by the start of Trimester 3 (March 13 2015).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Develop/deepen understanding of authentic formative assessments through regular professional development.	Teachers	Nov 2014 – Mar 2015	Lead Teacher / Academic Standards Committee
Build common departmental rubrics that will support teachers in assessing students and having consistent expectations.	Teachers	Nov 2014 – Mar 2015	Lead Teacher

Regular departmental meetings that will be used to align practices.	Teachers	Oct 2014 – Mar 2015	Principal
Work in departments to develop common formative assessment tools that align with rubrics.	Teachers	Dec 2014 – Mar 2015	Principal
Use formative assessment tool to map out enrichment/corrective strategies for expert, practitioner, apprentice, and novice learners.	Teachers	Dec 2014 – Mar 2015	Principal
Teacher-led committees share data on student performance across classrooms.	Teachers	Dec 2014 – June 2015	Principal

Part 4 – Resources Needed

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

Our Academic Standards Committee worked together to develop a timeline for implementing components of Mastery Teaching. Professional learning was delivered by Lead Teacher and Academic Standards Committee. Our administrative period schedule was readjusted to focus on building components of Mastery teaching-focused curriculum maps. Programming for department meetings was changed to support teacher collaboration on formative assessments and corrective teaching. Teacher and advocate counselor-led committees need regularly scheduled time to meet during administrative period.

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
---	----------	---	---------------	--	-----------	--	-----------	---	--------

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:

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

By late January, each department will have developed common skills, associated rubrics, and one common formative assessment tool.

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

● Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

- 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 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

- 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).
- 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.

Our 2013-2014 Quality Review indicated that, while we had classrooms that were rigorous, we lacked consistency across classrooms. Depending on the teacher, the expectations of students varied. Some classrooms were rigorous, while other classrooms lacked rigor. That meant that students had to adjust their performance according to each particular classroom, and this made it difficult for them for them to perform consistently. That inconsistency made it hard for us to support students academically. In addition to the lack of academic consistency, our advisory program was weak. Advisory took place after school, taught by advocate counselors, and was open only to students who required an elective credit. Because it didn’t have a place in the school-wide culture, it didn’t offer the support to students that they required. Furthermore, teachers and advocate counselors didn’t have a shared platform for sharing/discussing student data.

We have made a great deal of movement in terms of developing a culture in which students feel safe, supported, and challenged by their peers. We started a school-wide advisory program--co-taught by teachers and CBO advocate counselors--which gives students the opportunity to share and build on their skills and experiences. Furthermore, we’ve gone through a major shift in teaching towards a mastery-based system, in which students are given multiple opportunities to demonstrate understanding, as well as regular opportunities for corrective teaching, informed by data.

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

At the end of school year 2014-2015, Advance observations will reflect an average score between Effective and Highly Effective in the areas of 1e (Designing Coherent Instruction) and 3c (Engaging Students in Learning).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Strategies to increase parent involvement and engagement 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
(This area is currently empty for data entry.)			

● Activities that address the Capacity Framework element of Trust			
Advisory Team Planning periods (Thursday) - advisory pairs meet to evaluate progress report data and qualitative data (discussions, individual counseling, anecdotal teacher reports)	All Students	Bi-Weekly	Teachers and CBO Counselors; Principal, CBO Director, Consultant
Program Chair and Principal compile and present progress report and attendance data	All Students	Bi-Weekly	Program Chair, Principal
Full-Day Professional Learning days - Workshops and data analysis focusing on school-wide, individual and advisory group trends	All Students / Advisory Groups	January 26-30; February 2	Program Chair, Principal
Principal, Program Chair and Lead Teacher will meet at the end of Trimester to evaluate trends in Advance scores from Principal observations and target PL to address need	All Teachers	End of Trimester 1, 2, 3	Principal, Program Chair, Lead Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
QCH Contracted staff; Mark Weiss / Operation Respect consultation and training; Google Doc Folders with Advisory curriculum materials (ex. Protocol for processing progress reports, spreadsheets with student data); In addition, workshops on professional learning days target student support and interface between teachers’ curriculum, assessment and management structures, and Advisors or other advocates.

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
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:				
<ul style="list-style-type: none"> ● Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. ● Specify a timeframe for mid-point progress monitoring activities. 				
Principal, Program Chair, School Business Manager and CBO Director will meet weekly to discuss schoolwide data, budget considerations, and individual staff data. Same group will examine trimester data to analyze and re-evaluate current curriculum, event and outreach structures and initiatives.				
Part 6b. Complete in February 2015.				
● Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
● 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 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

- 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).
- 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.

Because our students are older, and often alienated from their families, family involvement looks very different at Voyages. In addition, our students require diverse outreach and support. We conduct regular phone, Advisory discussion, counseling session and home visit outreach each week for all students (home visits for students with multiple consecutive days of absence); We are proud of our regular contact with families, but want to increase their participation in the governance and special events of our school. During 2013-2014, our average participation at PTA/SLT events was 2 family members.

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.

In partnership with QCH, we will increase parent/family/student participation in PTA/SLT and other school community activities by 50% by the close of school year 2014-2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Strategies to increase parent involvement and engagement ● Activities that address the Capacity Framework element of Trust 			
PTA/SLT events will feature videos and literature that addresses a range of family and political concerns. Families will be contacted through backpacked fliers and phone calls.	All Families	7-10 Days Before PTA/SLT Scheduled Meetings	LTW Director; Office Staff
PTA/SLT will host celebrations for Honor Roll, Student presentations and Attendance Honors	Families of students who achieve Honors	3x per year	LTW Director; Principal; Advisors

CBO Staff will assist PTA/SLT in logistical and decision-making efforts	PTA/SLT members	Monthly, and as needed	LTW Director; Counseling Director

Part 4 – Resources Needed

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

Dinner/Refreshments will be purchased (monthly and as needed); Queens Community House will provide outreach and participation in all PTA/SLT events, including networking with other transfer high schools (CFG) and New Visions for Public Schools.

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
---	-----------------	---	----------------------	--	------------------	--	------------------	---	---------------

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:

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

Leadership team, which meets weekly, will discuss PTA/SLT monthly and as needed; CBO Director and Principal will meet with PTA President as needed.

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

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

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	English Regents Scores; 8th Grade ELA Results; WRAP Reading Assessments	SAL Reading Program; Pullout Reading Support	One-on-one and small group	Daily
Mathematics	Algebra scores (historical); Intake Assessments	Push-in and pullout support	One-on-one, small group and classroom	Daily
Science	Students with repeated failing grades on Living Environment Regents Exam	“Living Environment IV” course condenses course outline and targets key areas of need for students.	Targeted Programmed Class	School Day
Social Studies	Social Studies Regents Scores & Written Assessment Data	Literacy Pullout	One-on-one and small group	School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Intake Screening; Counseling Sessions	One-on-one counseling; referrals to outside agencies; Targeted Advisory groups; Lunchtime discussion groups (ex. young parents’ group)	One-on-One, small group; counseling, workshop and discussion group formats	Primarily school day; Saturdays (TBA) and before/after school as needed

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.			
x	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.

When filling a vacancy, we include our teachers in all phases of the hiring process, including recruitment fairs, outreach to candidates and group interviews. We also work with New Visions for Public Schools to address our hiring needs, long-term strategies for staffing, and professional learning for our teachers.

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).

All of our teachers participate in key school committees, which play a valuable role in our decision making and provide multiple opportunities for teacher leadership. In addition, teachers are encouraged to pursue and participate in any meetings, study groups and conferences with may enrich or enhance their practice and that of their colleagues. The principal meets with each teacher three times per year to discuss their development as professionals (through Danielson lens), their personal goals for growth, and their role in the school community.

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.

At the start of the school year, teachers and our Program Chair participate in our MOSL Committee, which reviews MOSL assessment choices and makes suggestions to the principal. Our Program Chair and Lead Teacher work with the Principal to develop professional development goals, sequences and activities which reflect our teachers' MOSL decisions and personal/whole staff interests and needs (ex. Training and Research in the use of Formative Assessments and Mastery-Based Grading; Readings and Discussion protocols to enhance looking at student work).

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 codes¹. 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 consolidated². **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	N/A	N/A	N/A
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	N/A	N/A	N/A

Title III, Part A	Federal	N/A	N/A	N/A
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	N/A	N/A	N/A

¹**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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, 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)

Voyages Parent & Family Involvement Policy 2014-2015

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.
- In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:
- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a staff of Queens Community School Advocate Counselors to serve as a liaisons between the school and families. These staff will provide parent workshops based on the assessed needs of the parents of children who attend our school – including College Preparation and Access, Home Structures and Communication with School. Advocate Counselors will work to ensure that our school environment is welcoming and inviting to all parents, including regular communication about attendance and academic progress. Advocate Counselors, working with the Principal, QCH onsite Director and Assistant Director will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st (or as soon as PTA / SLT is established) of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;
- Our school will further encourage school-level parental involvement by:
 - holding an annual Title I Parent Curriculum Conference;
 - hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
 - supporting or hosting Family Day and evening events;
 - maintaining an open-door policy for all administrators
 - hosting events to support men asserting leadership in education for their children, as well as parents/guardians, grandparents and foster parents;
 - encouraging more parents to become trained school volunteers;
 - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
 - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
 - providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

VOYAGES SCHOOL-PARENT COMPACT 2014-2015

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the 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 24	Borough Queens	School Number 744
School Name Voyages Preparatory High School		

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

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	01
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	205	Total number of ELLs	1	ELLs as share of total student population (%)	0.49%
--	------------	----------------------	----------	---	--------------

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
SELECT ONE	0	0	0	0	0	0	0	0	0	1	0	0	0	1
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	1	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	1

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

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

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		
Total	0	0	0	0	0	1	0	0	1	
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	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 n/a																			0	0
SELECT ONE n/a																			0	0
SELECT ONE n/a																			0	0
TOTAL	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 ELL	1	0	0	0	0	0	0	0	1	0
SELECT ONE n/a									0	0
SELECT ONE n/a									0	0
TOTAL	1	0	0	0	0	0	0	0	1	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>1</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)										1				1
Total	0	1	0	0	0	1								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5		1			1
6		1			1
7		1			1
8		1			1
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4		1							1
5				1					1
6			1						1
7					1				1
8				1					1
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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	1	0	0	0
Integrated Algebra	1	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.
 - Because we are a high school, we do not use early literacy tools.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 - Given that we have a single ELL, we cannot look at data patterns. Historically, our ELL data pattern indicated that our students do

- better on listening and speaking than they do in reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 3. This informs our school literacy plan insofar as it means that reading and writing tasks need to be scaffolded, and vocabulary/grammatical structures explicitly taught in context. Given that we only have one ELL student, the AMAQ is not a useful tool.
 4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Given the number of ELL students that we currently have, we cannot identify patterns across proficiencies and grades. Because our ELL student is new, she has not taken any exams. However, she will be offered the opportunity to take Regents exams, other than the ELA, in Spanish.
 - b. We do not have ELL periodic assessment data, therefore we are not using it.
 - c. We are not learning from the ELL periodic assessment data.
 5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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

There are a number of ways that we consider a student's second language development. All classes have an explicit literacy focus across the curriculum, so ELL students are receiving explicit support in reading, writing, and vocabulary development in every class.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A
 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 - a. What are the organizational models? ELL students receive services in a sheltered English class taught by a dually-certified ESL/ELA teacher. Advanced ELL students receive one period of sheltered English daily, and an additional period of ELA through a certified ELA teachers. We do not currently have beginning or intermediate level ELL students. However, any beginning- or intermediate-level ELL students would receive a second period of sheltered English (taught by a dually-certified ELA/ESL teacher).
 - b. Given that we are a transfer school, all students have individualized programs. ELL students, therefore, do not travel as a block. With the exception of pull-out services, ELLs receive instruction in heterogeneous classrooms.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

All ELL students receive more than the minimum mandated minutes as per CR 154, given that our class periods are fifty-five minutes

long. Students who have (verb?) proficiency in the last two years receive English instruction delivered by the dually-certified ESL/ELA teacher. Advanced level students receive one period of ESL instruction daily, through the sheltered English class, as well as an additional period of ELA daily, delivered by a certified ELA teacher. Intermediate and beginning-level ESL students receive two period of ESL, delivered in a sheltered English classroom by a dually-certified ESL/ELA teacher.

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

Paste response to question here:

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  76/77% of parents report that the school prepares their students sufficiently for post-secondary learning; this is a key area of improvement across our school. To address this issue we have structured our quarterly assessments and curriculum PD around literacy, and students' ability to read, analyze and respond to text, which will not only impact their ELA/Math Regents scores (and thereby improve our College Readiness Index), but will also improve what we regard as key college skills. In addition, only 79% of parents believe the school gives students sufficient feedback about their progress. We are working to better the collaboration between our counselors and teachers to maximize how course and grade information is disseminated, and how students are involved in the process. In addition 84% of families named more hands-on learning as an area of improvement; as part of our PD and curriculum development, we are developing more curriculum-based field trips, and literacy activities that involve more discussion and movement than simple "pencil-and-paper" activity.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

We use a sheltered instruction model; we currently have one ELL student, who receives both ESL during the day and in our PM Academy, with our ESL teacher.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our students are programmed individually, because of our unique credit and regents needs and because of our limited sub populations of SPED students and ELL students.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

ELL students participate both in our regular classes and in our PM Academy (supervised and taught by our ESL teacher
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our ELL student are assigned a counselor who speaks their native language; this counselor works with school staff to maximize opportunities to assess the students' performance in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our current roster features one ELL student, who is an Advanced, long-term ELL. The most key differentiation for this population is to ensure that a) any and all text the student uses, including Regents-prep materials, are accessible and translated where necessary; b) content that may be more accessible (ex. pertaining to the student's family's home country) is integrated with instruction and c) that the student, because our population is older and more mature, is aware of his/her rights and entitlements.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Again, our school has engaged in a school-wide initiative on literacy curriculum development (which includes whole-staff PD, study and inquiry groups, and common assessments); this includes a focus on looking at cross-disciplinary academic text, and the ways that students access and respond to it.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

See above - Individualized Scheduling

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0	0	0

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

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

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

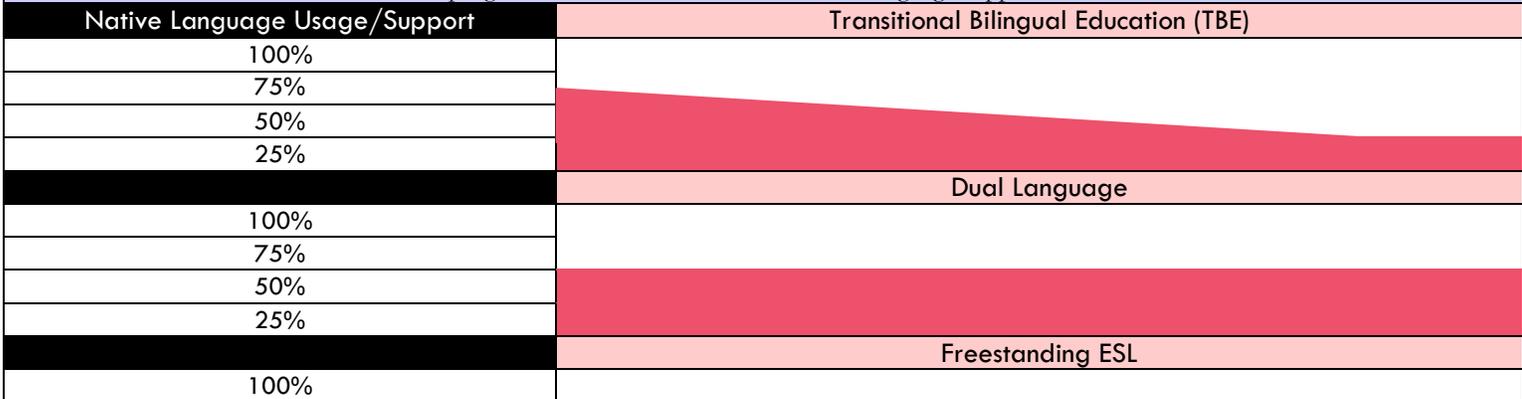
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

N/A

C. Professional Development and Support for School Staff

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

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

D. Parental Involvement

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

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

E. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: Voyages Prep

School DBN: 24Q744

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q744 School Name: Voyages Preparatory High School

Cluster: 05 Network: 561

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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