

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: **VOYAGES PREP - SOUTH QUEENS**

Principal: **CHRISTOPHER LOSURDO**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: VOYAGES Preparatory South Queens School Number (DBN): 27Q261
Grades Served: 9-12 Transfer High School
School Address: 156-10 Baisley Boulevard Jamaica NY 11434
Phone Number: 718 276-1946 Fax: 718 276-2784
School Contact Person: Chris Losurdo Email Address: cloturdo@schools.nyc.gov
Principal: Chris Losurdo
UFT Chapter Leader: Adam Sheflin
Parents' Association President: Renee Skeet
SLT Chairperson: Danielle Mackey
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Renee Skeet
Student Representative(s): Fiona Ramdin
Candace Skeet
Stephon Jones

District Information

District: 27 Superintendent: LaShawn Robinson
Superintendent's Office Address: 52 Chambers Street Room 319 New York, NY 10007
Superintendent's Email Address: Lrobinson@schools.nyc.gov
Phone Number: 718-363-7436 Fax: 718-778-7385

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd. Queens, NY 11416
Director's Email Address: MWilks@schools.nyc.gov
Phone Number: 917- 520-6743 Fax: 718-281-3509

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-----------------|---|-------------------------|
| Chris Losurdo | *Principal or Designee | |
| Adam Sheflin | *UFT Chapter Leader or Designee | |
| Renee Skeete | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative (staff), if applicable | |
| Diane Watford | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| Stephon Jones | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Fiona Ramdin | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Shawn | CBO Representative, if applicable | |
| | Member/ Parent | |
| Jennifer Haynes | Member/ Parent | |
| | Member/ | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-------------|---|---------------------------------|
| | Member/ | |

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

| The Six Elements of the Framework for Great Schools |
|---|
| 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. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

VOYAGES South Mission:

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

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

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

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

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

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

VOYAGES SOUTH understands and appreciates that the traditional high school is not right for everyone. With this purpose in mind, we will create a small and safe transfer school to provide a learning environment where all work towards continued success. We at VOYAGES SOUTH are committed to providing over-age, under-credited students the opportunity to re-engage in high school and earn a Regents Diploma. To facilitate graduation in a timely manner, we offer a rigorous, accelerated credit accumulation program that allows our most dedicated and hardworking students the opportunity to earn up to 21 credits a year. At VOYAGES SOUTH, we will build upon the unique talents and strengths of each of our students and provide every student the support needed to maximize their individual academic, emotional, and social potentials. Our partnerships with various community organizations will help to ensure our students' success by providing every student with an individual counselor to assist them with academic support, employment, counseling, college exploration, career awareness, and internships. Our students will leave us equipped with the essential skills and knowledge necessary to live as informed citizens in a multicultural, democratic society and to pursue a successful post-secondary education and/or career. In addition, VOYAGES SOUTH will offer students opportunities to learn through a program of positive community service, reinforcing our core values, while providing the skills necessary for their development as citizens in the larger world.

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

1. SCO family of services for counseling, multi system treatment, academic interventions, and family services.
2. Safe Space Jamaica: This program offers a multitude of services for our young people from teen support groups, reproductive health care and counseling. They have a drop in center for LGBTQ young adults. There is a family resource center. Voyages South has utilized them for support services for our students.
3. Road Runners: Program has been designed to get young people in a healthy mindset through running. The program offers opportunities to participate in several marathons throughout the year.
4. King of Kings Workshops and Programming for at risk youth.
5. Advisory Program and curriculum developed as an inherent part of the VOYAGES South model.
6. College Access Success Program (CASP)
7. Partnerships with the following College or continuing education programs. These partnerships include workshops and college fairs for VOYAGES students, supports with onsite application process, college counseling, college tours, and mentoring programs:
 - ARMY
 - NAVY
 - NYPD
 - QueensCollege
 - Kings Boro CC
 - BMCC

- Medgar Evers
- Laguardia CC
- Carsten Beauty
- Hekels&McCoy
- Ace Inst Tech
- Allen School
- Paccor PreSch
- Holmes Home
- Future Project
- Kingdom Care
-

8. Police Precinct 103 : Collaboration with Officer Ramos to build on relations between cops and young adults, has offered workshops, been a motivational speaker and participated in our schools Opportunity Expo to talk about careers in the police work force.

9. Center for Anti-Violence Education : Brooklyn CBO which offers young women free workshops on self-defense. The curriculum integrates fun and active martial arts. This program has been utilized during the Respect for All initiative.

10. JCAL/ Jamaica Center for the Arts and Learning : Have offered a variety of art programs for our students.

VOYAGES South High School has developed a school wide initiative that identifies our yearly Senior Cohort based on credit accumulation and state test schedules. This initiative has led to several strategies whose expectations are connected to college and career readiness and an individualized academic plan for each potential graduate. Below is a brief summary of this special initiative:

1. An ongoing collaboration between D.O.E., C.B.O., Counseling Interns, and the C.A.S.P. program staff called the VOYAGES SOUTH College readiness Team or (

2. Seniors are in cohorts by date of graduation and provided senior advisors in addition to Advocate Counselors who monitor their academic progress, schedule regular check ins, provide academic supports and planning, and facilitate individualized attention during the college application process.

3. Every senior has a total of 9 RESPONSIBILITIES to accomplish prior to their graduation. Seniors are responsible for a senior binder/portfolio that provides evidence of the nine responsibilities:

- Excellent Attendance
- Maintain High Grades (Above an 80)
- Attend Regents Prep

- Study On Your Own Journal Check In
- One Community Service Project this school year
- Participate in an after-school activity or obtain an LTW (Learning To Work) internship.
- Complete Your College/Career Applications (resumes & Cover Letters)
- Read your VOYAGES SOUTH Email
- Attend at least one college workshop a month.

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

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

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

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

1. Continued professional development for teaching staff on the CCLS and the use of Depth of Knowledge, Critical Thinking Skills, scaffolding and the use of data systems through the guidance of teacher led PD Teams. In addition, our third year will include a continued collaboration with the RE-Design group, providing extensive onsite coaching to our ELA department. This coaching will provide ongoing support as we develop an ELA curriculum that is skill based, engaging, and differentiated for transfer high school students of varying reading levels. RE-Design will also be working with our math department.

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

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

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

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

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

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

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

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

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

1. Common sense, practical and school wide implementation and curriculum alignment of the CCLS in a transfer school setting.

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

27Q261 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|-------------|---|-----|---|
| Grade Configuration | 09,10,11,12 | Total Enrollment | 228 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 2 | # Music | N/A | # Drama |
| # Foreign Language | 4 | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 100.7% | % Attendance Rate | | 68.5% |
| % Free Lunch | 78.7% | % Reduced Lunch | | 8.0% |
| % Limited English Proficient | 1.3% | % Students with Disabilities | | 4.7% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.7% | % Black or African American | | 61.3% |
| % Hispanic or Latino | 24.0% | % Asian or Native Hawaiian/Pacific Islander | | 10.7% |
| % White | 3.3% | % Multi-Racial | | N/A |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 1.34 | # of Assistant Principals (2014-15) | | N/A |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 3 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 8.8% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.1% | Average Teacher Absences (2013-14) | | 4.8 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | N/A |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |

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

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

In our third year of existence, development continues for a common sense, practical and school wide implementation of the CCLS in a transfer school setting. This needs assessment was based on data from our annual QR as well as the extensive ongoing work we have done with the RE-Design professional development and consultation group. Teaching staff should continue improving the review and use of data to inform instruction in all core subject areas for all identified subgroups, including special education students.

School Needs:

1. Ensure that teachers are able to develop and implement lessons that align to CCLS and provide differentiated instruction to meet the needs of all students. Using strategies and initiatives developed by the Common Core Team during professional development.
2. Use meeting time for subject teams to rigorously review lesson plans, examine student work through school wide collaborative protocols to ensure alignment to the CCLS. Provide additional PD on Data Driven Instruction protocols; ensure teachers incorporate PD strategies into their instruction practices through observational cycles and peer developed learning walkthroughs and timely feedback.
3. Provide dedicated meeting times for staff to develop interdisciplinary instruction that will include the arts, technology and enrichment opportunities for all students. Provide PD for all teachers on the effective use of interdisciplinary enrichment in their planning and instruction. Continue development of cross curriculum writing workshop classes, shared strategies for literacy development, academic vocabulary work, and engaging rigorous instructional activities using non-traditional text and materials.
4. Create a system for teachers to consistently review formative and summative assessments to ensure the alignment between the curriculum and assessments and to provide quality feedback to students that will improve student achievement. Creation of school wide common practices that allow for student feedback and reflection. Use of STARS assessment, VOYAGES South Diagnostics, SKEDULA, and The NYS Regents data to improve instructional outcomes and timely alignment of curriculum to the CCLS.
5. Create a system of quarterly benchmarks that focus on predetermined skills for the ELA department. Benchmarks will assess identified skill gaps. The ELA department will identify skill gaps using both formative and summative data. Skills will be aligned to the CCLS and provide students who show satisfactory work a ladder of skill building whose end result is to be better prepared for College.
6. Develop an ELA curriculum that is skill based, engaging, and differentiated for transfer high school students of varying reading levels. This curriculum will include the system of benchmarks.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 95% of subject area teachers will have been supported by professional development in the area of curriculum design that is aligned to key CCLS standards as evidenced by the creation and implementation of a Common Core Aligned curriculum. This annual goal consists of two equally dependent parts:

1. Creation of an ELA curriculum with benchmark assessments that are skill based and CCLS aligned for each trimester beginning in September 2015.
2. Continued creation and implementation of one full trimester Common Core Aligned Units of Study in all disciplines. This alignment will include the identified school wide shift towards increasing literacy as well as the subject area CCLS shift in focus.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|--|--|
| <p>Through the implementation and creation of a clear professional development plan, 95% of teachers will engage in professional development sessions that meet the needs of the whole school as evidenced by increased student achievement. Individualized professional development plans for teachers that highlight steps for support and progress will be created through conferencing, which will be conducted at least once per semester during which teachers along with administrators will set SMART goals. In addition teacher developed and facilitated</p> | <p>All teachers will participate in professional growth communities that shift teaching practices. ELA and Math will receive additional support.</p> | <p>Beginning September 2015 Weekly Professional Development ending in June 2016 for all staff. Additional work with RE-Design begins August 2015 and ends June 2016.</p> | <p>Administration, Leadership Program Coach, Subject Team Lead Teachers, and Re-design for schools professional development.</p> |

| | | | |
|---|--|--|---|
| <p>Professional development will continue throughout the year based on conferencing, subject team’s needs assessments and CCLS Team Recommendations.</p> | | | |
| <p>Teachers will receive ongoing support to assist them in designing curriculum that is rigorous, engaging and relevant to students’ lives through subject team planning sessions, work with re-Design for Schools, and weekly professional development. Teachers will engage in professional development around the use of data protocols and SWP. Teacher teams within departments will engage in collaborative inquiry through the development of Critical Friends Groups, Student Work Protocols and the CCLS Team to ensure that curriculum is rigorous, in alignment with the CCLS and school wide best practices are shared.</p> | <p>All teachers will participate in professional growth communities that shift teaching practices. ELA and Math will receive additional support.</p> | <p>Beginning September 2015 Weekly Professional Development ending in June 2016 for all staff. Additional work with RE-Design begins August 2015 and ends June 2016.</p> | <p>Administration, Leadership Program Coach, Subject Team Lead Teachers, and Re-design for schools professional development</p> |
| <p>Weekly, teacher teams will collaborate to share and analyze lesson unit plans and discuss how to deepen reading, writing and literacy tools to strengthen students’ abilities to use textual evidence in writing and discussion. Teacher teams will work within the identified school wide and subject shifts to align curriculum with the CCLS. Teachers will engage in inter-visitations of classes guided by an approved student work protocol that will be implemented to ensure tasks are aligned to CCLS, Instructional Shifts, Differentiation strategies and Universal Design for Learning.</p> | <p>All teachers will participate in professional growth communities that shift teaching practices. ELA and Math will receive additional support.</p> | <p>Beginning September 2015 Weekly Professional Development ending in June 2016for all staff. Additional work with RE-Design begins August 2015 and ends June 2016.</p> | <p>Administration, Leadership Program Coach, Subject Team Lead Teachers, and Re-design for schools professional development</p> |
| <p>The CCLS Team will meet weekly to set school wide goals and set teacher practices to improve pedagogy. Teacher leaders from each department will attend professional development monthly to ensure understanding, alignment and implementation of the CCLS and Citywide Instructional Expectations. These will be facilitated by CCLS Team, and work with re-Design. Teacher leaders who have participated in monthly professional development sessions will also assist in this process by facilitating departmental and small group</p> | <p>Teacher leaders, Subject Teams, Admin., CCLS Team</p> | <p>Beginning September 2015 Weekly Professional Development ending in June 2016 for all staff. Additional work with RE-Design begins August 2015 and ends June 2016.</p> | <p>Administration, Leadership Program Coach, Subject Team Lead Teachers, and Re-design for schools professional development</p> |

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. We will use Title 1 SWP/Tax Levy funds to support Professional Development for teachers through per session and absence coverage's for professional development. We will also use the same funding source to purchase professional readings and subscriptions for school staff.

2. We will use Title 1 SWP for members of the Professional Development Team, CCLS Team and Subject area Team to participate in monthly professional development.

Part 4b. 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 SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. 4% increase in student credit accumulation for Trimester 2 and 6% increase for Trimester 3 for all students with a total increase of 6% by August 2016. Midpoint benchmark for this goal is the second marking period of Trimester 2. Data will be generated from the VOYAGES South individual student credit tracking system.

2. Creating and revising performance tasks, the VOYAGES South Regents Diagnostic, and trimester assessments using Webb's Depth of Knowledge Alignment Tool to measure rigor. The overall cycle of improvement planning will include three benchmarks. The first benchmark will gather data from the school wide VOYAGES South Diagnostic Regents exam scheduled for November 2015. Midpoint benchmark data used for this goal are the January 2016 NYS Regents Examinations. The third benchmark will gather data from the June 2016 NYS Regents examinations. Progress will be measured against the school wide goals of :

Regents scores in all subject areas showing an increase of at least 5%.

90% passing rate on both the NYS ELA and Algebra Regents Examinations.

50% of students who participate in both the ELA and Algebra Exams will score above an 80 percentile for College Readiness.

3. Subject area teams and the CCLS Team will meet on both a weekly and monthly basis and will create the road map to engage teachers in the work around mapping and alignment for the CCLS. Midpoint benchmark will include: Complete trimester curriculum mapping for all subject areas aligned to CCLS, subject area identification of CCLS aligned student skill sets, a universal written response feedback rubric, and common subject area trimester assessments.

4. 85% of all lesson plans will increase their rigor through implementation of the school wide and subject area shifts to the CCLS. Progress monitoring will be weekly using the VOYAGES South Peer Feedback Template. Midpoint benchmark will include data from the January 2016 NYS Regents Examinations.

5. By June 2016, ELA teachers will have a complete curriculum aligned to the CCLS. All other subjects will have completed their second full trimester of Common Core Aligned Unit of Study. Midpoint benchmark is the end of Trimester 2, including curriculum maps, materials and content developed in collaboration with ReDesign.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

Needs:

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By August 2016 there will be a 5% increase in school-wide attendance or an average of 80% yearly attendance rate and credit accumulation, with support of school recognition programs and effective partnerships with CBO’s, as measured by attendance data, comparative transcript audit, and peer comparable graduation rates.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|---|--|
| <p>Building upon our 2014-15 CEP Goal, VOYAGES South will continue to support student achievement through our Accelerate program and partnership with Queens Community House by creating meaningful relationships between staff and students. 2016 Accelerate program will be a workshop based model where students will pick from offerings such as photography, karate, weight training, bicycle repair and other activities. The vision for this new program is to engage at risk youth with real world experience driven classes. The program will mimic that of choosing electives in college.</p> | <p>All Staff, students and parents</p> | <p>August 2015 – September 2016</p> | <p>CBO Administrators. Parent Coordinator, Advocate Counseling Staff, DOE Staff, Administration, Student Leadership Team</p> |
| <p>First year establishment of potential CTE Program for Construction Arts. Program will work to satisfy new NYS Regents Diploma requirements by substituting one NYS subject area Regents with certified CTE Test. In addition, program will focus on at risk young men who have expressed interest in learning trades such as carpentry, electric work, cabinetry, OSHA Certification, wiring, and general contracting. Funds from possible grants will supplement costs of machinery and maintenance.</p> | <p>At risk young men, students eligible for the CTE test, students who have expressed interest in pursuing a trade as they continue their education.</p> | <p>August 2015 – September 2016</p> | <p>Administration, CBO, Advocate Counseling Staff, CTE Teacher with Construction and Maintenance Certification</p> |
| <p>The CBO Director, Principal, Administration, and School Social Worker will align services of all components for academic, social, and emotional support at VOYAGES South to effectively engage students. Administration team will conduct weekly meetings to discuss, outreach, data, and coordination of services. Continued creation of programs and incentives that will effectively engage students and parents. Continued regularly scheduled home visitations by advocate counseling staff to at risk students. At the end of every marking period we will conduct a data analysis for impact.</p> | <p>All Staff, students and parents</p> | <p>August 2015 – September 2016</p> | <p>Administration, CBO, Advocate Counseling Staff, CTE Teacher with Construction and Maintenance Certification</p> |

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| Members of the attendance committee, advocate counselors, school social worker and guidance counselors will engage in professional development sessions with Queens Community House, as well as DOE provided attendance professional development. Attendance committee will meet weekly, identify LTA students, create individualized attendance plans, and focus on Year 6 Cohorts who have historically fallen below transfer school averages for attendance. | All Staff, students and parents | August 2015 – September 2016 | Administration, CBO, Advocate Counseling Staff, CTE Teacher with Construction and Maintenance Certification |
|---|---------------------------------|------------------------------|---|

Part 4 – Budget and Resource Alignment

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|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| 1. Title 1 Priority/Focus SWP, to support Professional Development for teachers through per session and absence coverage’s. The 21st Century grant will support the Coordinator for CBO after school program as well as support the teaching staff they will receive per session hours (2 -3 staff members approximately 50 hours) using Title 1 Funds . | | | | | | | | | | | |
| 2. LTW Component and Advocate Counseling Staff will be funded through City Grant Program and additional advocate counselor for 2015-2016 funded by set aside FSF from 2014-2015. | | | | | | | | | | | |
| Part 4b. 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 SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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|---|--|--|--|--|--|--|--|--|--|--|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | | | | | | | |
| 1. Implement student recognition systems at the end of each semester that are visible school wide. | | | | | | | | | | |
| 2. Continued use of SKEDULA , ATS, VOYAGES South Student Tracker, Transcript Monitoring Systems, Home Visits, ILOG and CFN Systems for continuous data check ins on student attendance and academic progress. | | | | | | | | | | |
| 2. Continued workshops for students, attendance incentives, honor roll dinners, and advanced class offerings. | | | | | | | | | | |
| 3. Attendance progress monitoring is ongoing through daily, weekly, monthly, and trimester attendance data check ins and is inherent in the transfer school model. The midpoint benchmark is a 75% attendance rate by January 2016. | | | | | | | | | | |
| Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. | | | | | | | | | | |

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

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Teachers meet to identify practices and strategies for instructional planning

Needs:

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 teaching staff will have created, implemented and assessed a VOYAGES South school wide Student Work Protocol and Inter-visitation Protocol to review data weekly and share best teaching practices. By October 2015 teaching staff will have implemented the VOYAGES South Peer Observation and Feedback Template to examine common marking period assessments, measure student mastery of skills, and allow staff to observe and share best teaching strategies. By January 2016 established protocols will shape teacher driven the VOYAGES South professional development calendar. By June 2016 school wide best practices in both reading and writing will have been identified and implemented.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>Teachers receive professional development that engages them in creating meaningful protocols for examining student work and sharing peer practice and instructional strategies. During professional development time and scheduled subject team meetings, staff will create common templates to use while examining both student work and peer practice. In addition, Professional Development will focus on reviewing and revising protocols for peer visitations.</p> | <p>Teaching Staff and Re-Design Coaching.</p> | <p>October 2015 – June 2016</p> | <p>All Teachers and monitored by Administrators.</p> |
| <p>Teacher driven subject inquiry teams meet once weekly to engage in the analysis of protocol driven data and review student work protocols to inform instruction.</p> | <p>Teaching Staff and Re-Design Coaching.</p> | <p>October 2015 – June 2016</p> | <p>All Teachers and monitored by Administrators.</p> |
| <p>Teaching staff will utilize collaborative tools from GOOGLE to set meeting agendas, access student data, share lesson planning strategies, and provide feedback during peer walkthroughs.</p> | <p>Teaching Staff and Re-Design Coaching.</p> | <p>October 2015 – June 2016</p> | <p>All Teachers and monitored by Administrators</p> |
| <p>Math and ELA staff will continue to work with ReDesign on effective strategies for teaching transfer students. Teachers will turn key best practices and activities during weekly school wide PD time according to contractual responsibilities. Inter-visitiation protocols will allow teaching staff to observe best practices and collaborate through a cycle of feedback.</p> | <p>Teaching Staff and Re-Design Coaching</p> | <p>October 2015 – June 2016</p> | <p>All Teachers and monitored by Administrators</p> |

Part 4 – Budget and Resource Alignment

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| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <ol style="list-style-type: none"> 1. We will use Title 1 SWP funds, Tax Levy FSF to pay for Skedula (Datacation) in order to increase communication, parent participation and student engagement. We will also have training for parents, staff and students, using these funds. We will pay for other various platforms to continue increased communication and parent involvement using with Educational Software Funds. 2. We will use Title 1 SWP funds to support Professional Development for teachers through per session and absence coverage's. We will also use the same allocations to pay for supports given by re-Design, Leadership academy, and |

other teacher driven professional development organizations. We will also use the same funding to purchase professional readings and subscriptions for school staff.

3. We will use Title SWP funds to support two identified teacher leaders to coordinate Skedula they will receive 25 hours per session for training and implementation. Teacher should receive approximately 5 days of professional development.

4. We will use Title 1 SWP funds to support one identify one teacher per department to monitor progress in PLATO each teacher will receive 50 hours per session for training and implementation. Teacher should receive ongoing professional development.

Part 4b. 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 SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. By October 2015 development of the 2015-16 VOYAGES South Regents Diagnostic Exam will be completed.

2. Teaching staff will develop alignment between curriculum and assessments by December 2015 teams will have engaged in 3 cycles of review of both Student Work Protocol and Inter-visitations.

3. ELA, Science, Math, and Social Studies departments will create four common marking period assessments and two cumulative final assessments per trimester that will measure student mastery of skills between October 2015 and June 2016 with 6 cycles of review.

4. We will engage in 6 cycles of analysis of assessment data by June 2016.

5. By June 2016 65% students and advocate counselors will have logged on to Skedula a minimum of 3 times to review progress.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

Needs:

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of teachers will show at least one level of growth in 4 components areas, Domain 1 Planning and Preparation(1E, 1F), Domain 2 The Classroom Environment , Domain 3 Instruction (3B, 3D), Domain 4 Professional Responsibilities. A particular focus of 2016 will be on Domain 1 Planning.

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|--|--|---|--|
| Strategy –Develop a year-long Professional Development Plan aligned with the school goal of improving growth in the 4 component areas. A professional development calendar will be created, collaborated and posted; agendas will reflect professional learning feedback from staff, student assessment data, and observational feedback from ADVANCE. | Teachers | September 2015 – June 2016 | Principal, Administration Team, and Teaching Staff |
| Principal and Teaching Staff will offer professional development a minimum of three times a week to ensure understanding and implementation of selected domains and competencies Domain 1 Planning and Preparation(1E, 1F), Domain 2 The Classroom Environment , Domain 3 Instruction (3B, 3D), Domain 4 Professional Responsibilities | Teachers | September 2015 – June 2016 | Principal, Administration Team, and Teaching Staff |
| ELA and Math Departments will receive weekly coaching form RE-Design, primarily on the use of and development of strategies for effective planning. Both departments will turnkey best practices to school during weekly PD sessions and department meetings. | Teachers | September 2015 – June 2016 | Principal, Administration Team, and Teaching Staff |
| Continued development of Guided Learning Booklet designs for differentiation and Lesson Planning templates to support teaching staff growth in Domain 1. Access to Genome from ReDesign to further support instructional growth through relevant professional development on the use of specific strategies for reaching at risk populations. | Teachers | September 2015 – June 2016 | Principal, Administration Team, and Teaching Staff |

Part 4 – Budget and Resource Alignment

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|---|----------|---|--------------------------------|---|------------|--|------------------|--|-------------------|--|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| 1. We will use Title 1 SWP/Tax Levy to support Professional Development for teachers through per session. | | | | | | | | | | | |
| 2. We will also use Title 1 SWP/Tax Levy to purchase professional readings and subscriptions for school staff. | | | | | | | | | | | |
| Part 4b. 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 SWP | X | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. 75% of teachers will increase one level of growth at the end of each semester in accordance with ADVANCE ratings (MOTP and MOSL). By February of 2016 teaching staff will increase one level of growth in accordance with ADVANCE ratings. Beginning October 2014 Principal will conduct weekly PD ending June 2016

2. 75% of teachers will show evidence of improvement in their teaching practice as identified in the Danielson rubric.

3. Course passing rates will increase by 15% Beginning October 2015 ending in June 2016

4. 90% of teachers will use protocols and resources published on the schools website to increase one level of growth at the end of tri-semester in accordance ADVANCE ratings (MOTP and MOSL).

5. All teachers will be tracked for progress through conferencing and individual professional development plans will be assessed and revised a minimum of 3 times a year. By January 2015 through June 2015

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

Needs:

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By August 2016 there will be a 35% increase in the credit accumulation for students within their mandated graduation cohorts.

Part 3 – Action Plan

| | | | |
|---|---|--|---|
| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
| <p>To address the promotion and attendance of at risk students including LTA, upon admission (and ongoing), a review of incoming transcripts by Director of Programming, Social Worker, and Intake Coordinator will allow students to be properly placed in their correct academic program. Our Support Team facilitated by advocate counseling staff will create a “road map” for students that will be shared with students and parents via written and verbal communication in the form of a consistently updated Student Tracker towards graduation.</p> | <p>Students, Parents</p> | <p>On-going school year 2015-2016</p> | <p>Administrators</p> |
| <p>All students are closely monitored by an advocate counselor, in order to assure that parents and students clearly understand their goals and supports. Advocate counseling staff communicates with parents and students during scheduled outreach meetings.</p> | <p>Students, Parents</p> | <p>On-going school year 2015-2016</p> | <p>Administrators</p> |
| <p>Students are also assigned a Senior Advisor according to their cohort and projected graduation dates. Advisors will ensure graduation and promotion requirements are continuously monitored and communicated to both students and parents.</p> | <p>Students, Parents</p> | <p>On-going school year 2015-2016</p> | <p>Administrators</p> |
| <p>Monthly workshops for parent engagement based on the needs of families in community</p> | <p>Students, Parents</p> | <p>On-going school year 2015-2016</p> | <p>Administrators</p> |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|--|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | | |
| <p>1. Title I SWP/Tax Levy to support Professional Development for teachers through per session.</p> <p>2. LTW Grant to support CBO and DOE collaboration and fund workshops.</p> | | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Ongoing review of programming, credit accumulation and scholarship to ensure on-going programming based on individual student needs (SKEDULA and STUDENT TRACKER). Midpoint benchmark will be student attendance rate for February (75%).

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

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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) | Off track for graduation, failing regents, skill level | ELA/Lightsail Academic Support, REDesign | Small Group, Tutoring, one on one | M-Thursday 2:53-3:48, Various set times and dates according to individual teaching schedules. |
| Mathematics | Off track for graduation, failing regents, skill level | PLATO Math, Ongoing Math Support Class | Small Group, Tutoring, one on one | M-Thursday 2:53-3:48, Various set times and dates according to individual teaching schedules. |
| Science | Off track for graduation, failing regents, skill level | Sciences Academic Support | Small Group, Tutoring, one on one | M-Thursday 2:53-3:48, Various set times and dates according to individual teaching schedules. |
| Social Studies | Off track for graduation, failing regents, skill level | Social Studies Academic Support | Small Group, Tutoring, one on one | M-Thursday 2:53-3:48, Various set times and dates according to individual teaching schedules. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Off track for graduation, failing regents, skill level | Study Skills; Attendance Support; Peer Mediation; | Small Group, Tutoring, one on one | M-Thursday 2:53-3:48, Various set times and dates according to individual teaching schedules. |

Section 7: Title I Program Information

Directions:

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

9. Mentoring program and collaborative teaching classrooms across subject areas.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Committed to the belief that all students can learn at high levels, VOYAGES South believes that in order to achieve college and career readiness, students must engage in and demonstrate evidence of inquiry-based learning, classrooms must be student centered, including differentiated instruction evidenced by alternative groupings in the classroom, and daily writing and end of semester projects must be aligned to the Common Core Learning Standards. Differentiated professional development for instructional staff and will allow staff members to grow individually as well as turn-key new learning.

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

- Academic Committee researches relevant data on transfer students and CCSS assessments. Identifies strengths and weaknesses in constantly evolving learning environment.
 - Professional Development Team
 - Common Core Team recommends school wide programs that incorporate the CCLS into subject area curriculum, facilitate and lead professional development for all staff on the CCLS .
 - College Readiness Team researches and facilitates PD on best practices for preparing VOYAGES students for post-secondary education paths.
2. Scheduled common planning time for all DOE staff. (Twice weekly for Subject Team Meetings)
 3. Relevant professional development based on committee recommendations, staff initiated and facilitated during common planning time.
 4. Student Work Protocol and Staff Inter-visitations that allow collaboration.
 5. Shared leadership with staff that recognizes teacher voice, input and expertise.
 6. Ongoing professional development in key subject areas.
 7. Mentoring program and collaborative teaching classrooms across subject areas.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 '16 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> , section references where a related program activity has been described in this plan. | |
|------------------------|--|---|---|----------------------------------|
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | 89,610.00 | | |
| Title II, Part A | Federal | 0 | | |

| | | | | |
|----------------------|---------|--------------|--|--|
| Title III, Part A | Federal | 0 | | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 1,969,448.00 | | |

¹Explanation/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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

| | | |
|---|-----------------------|--------------------------|
| District 27 | Borough Queens | School Number 261 |
| School Name Voyages Preparatory South HS | | |

B. Language Allocation Policy Team Composition

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

| | |
|---|---|
| Principal Chris Losurdo | Assistant Principal Lisa Ferranti |
| Coach n/a | Coach n/a |
| ENL (English as a New Language)/Bilingual Teacher | School Counselor Danielle Mackey |
| Teacher/Subject Area Corey Brown/Special Ed. | Parent |
| Teacher/Subject Area Shaun Smath/General Ed. | Parent Coordinator |
| Related-Service Provider Sylvia Sanchez | Borough Field Support Center Staff Member |
| Superintendent Lashawn Robinson | Other (Name and Title) |

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program | 0 | Number of certified bilingual teachers not currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6] | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|----------|---|--------------|
| Total number of students in school (excluding pre-K) | 219 | Total number of ELLs | 1 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

| | |
|---|--|
| This school serves the following grades (includes ELLs and non-ELLs) Check all that apply | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| | 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/> |

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

| Bilingual Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education | | | | | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|---|---|---|---|---|
| All ELLs | 1 | Newcomers (ELLs receiving service 0-3 years) | | ELL Students with Disabilities | 0 |
| SIFE | | Developing ELLs (ELLs receiving service 4-6 years) | 1 | Long-Term (ELLs receiving service 7 or more years) | |

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 |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| DL | | | | | | | | | | 0 |
| ENL | | | | 1 | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section is for Dual Language Programs Only

| | |
|---|---|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: _____ |
|---|---|

Freestanding English as a New 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 | 0 |
| 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 |

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Entering (Beginning) | | | | | | | | | | | | | | 0 |
| Emerging (Low Intermediate) | | | | | | | | | | | | | | 0 |
| Transitioning (High Intermediate) | | | | | | | | | | | | | | 0 |
| Expanding (Advanced) | | | | | | | | | | | | | | 0 |
| Commanding (Proficient) | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Total | | | | | | | | | | | | | | 0 |

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Total | | | | | | | | | | | | | | 0 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Comprehensive English/Common Core ELA | 1 | 0 | | |
| Integrated Algebra/CC Algebra | | | 1 | 0 |
| Geometry/CC Algebra | | | | |
| Algebra 2/Trigonometry | | | | |
| Math _____ | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | 1 | sp |
| Physics | | | | |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Global History and Geography | | | 1 | 0 |
| Geography | | | | |
| US History and Government | | | 1 | 0 |
| LOTE | | | 1 | 0 |
| Government | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 To assess early literacy skills of ELL students, our school uses the Language! placement exam and quarterly assessments to gauge student understanding. Students are administered the Language! placement exam at the beginning of each year to determine their reading level. The placement exam is designed to determine where to begin instruction within the Language! program. Quarterly assessments are administered at the end of each unit to determine student progress. These assessments are created by our teachers and designed to address specific skill targets in comprehension, analysis and critical thinking. Teachers collect data from ATS to gather NYSESLAT scores. Thus far the data suggests that ELLs listening, speaking, reading and writing scores from the NYSESLAT results from the previous year are reflective of their diagnostic scores from the beginning of the school year. The data provides insights into the appropriate levels for instruction as well as strategies to implement with these students to improve in the areas of listening, speaking, reading and writing. Teachers collect quantitative data to drive instruction, this data is used by our ELL support team and content-area teachers to differentiate instruction for whole class instruction, small group instruction and one to one support. To further support our ELLs, our school will perform varied assessments periodically to track student progress and to further support early literacy skills. Our lesson planning framework is designed to implement effective ELL strategies to meet the needs of those learners.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The students at Voyages are students who have transferred from other NYC traditional high schools and therefore we do not administer the LAB-R to our incoming ELL students. We make every attempt to obtain the student's records from his/her community school. Our students receive notable academic gains when given multiple exposure to literacy classes and additional English Language Arts support for more than one trimester. Further, our ELLs have demonstrated academic achievement on Regents scores and credit accumulation as supported by their ELA ICT classroom setting.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Instructional scaffolds are aligned with instructional objectives which reveals academic gains for our students. In addition, differentiated classroom assessments and individual student goal setting coupled with structured daily lessons and the varied use of collaborative grouping greatly impact the direct performance for our ELLs.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

A) Overall ELLs are maintaining and sustaining success in their respective English classes. Native language translation is typically not used during classroom instruction or for assessments as our students prefer to have instruction and assessments in English. Our students receive notable academic gains when given multiple exposure to literacy classes and additional English Language Arts support for more than one trimester. Further, our ELLs have demonstrated academic achievement on Regents scores and credit accumulation as supported by their ELA ICT classroom setting. Similarly, their scores in class reflect that on the statewide assessments in ELA and translate to a passing score on the English Regents exams.

B) Both administrators and teachers alike use data to create a strategic course of action for the ELL periodic assessment. Using the inquiry process during common planning time, teachers collaborate with one another and the literacy academic coach to incorporate -a variety of literacy strategies, methods and techniques in classroom instruction. The direct performance and data help us to create a learning plan that is clear and comprehensive for each next step. Course options are discussed collaboratively and all services and proper instructional scaffolds are rolled out. Our Professional Learning Community creates measures for their performance and the outcomes to create actionable next steps.

C) Our school notes that quarterly assessments create a snapshot of individual performance and creates a vision of where each student excels and more importantly each area of concern. The native language for each child is used minimally as a means to absorb material when assimilation is not a viable option. Minimal exposure of the native language is recommended to further aid in a complete immersion to the English Language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Applicable for grades K-5.
6. How do you make sure that a student's new language development is considered in instructional decisions?
When a student is newly enrolled in our school, the intake team interviews the student about the student's educational history and background, and shares the newly acquired information with teachers and support staff. Teacher subject teams meet weekly to review individual student learning plans and consider individual performance on quarterly assessments and daily anecdotes to create a picture of second language development. Teachers differentiate instruction to build students' English skills by incorporating a variety of teaching methods, literacy based techniques and strategies.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
As noted by our academic notable gains, our ELLs received academic success in our targeted intervention programs across all content areas. Teachers collaborate during subject teams to construct and revise instructional plans to provide ELL academic support for, but not limited to, Common Core based performance tasks, Regents preparedness, and other targeted needs during the instructional day.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
The pedagogue responsible for conducting the initial identification of those students who may be eligible for English Second Language (ESL) services is the certified ESL teacher. For initial screening of possible ELL's, the ESL teacher examines the Home Language Identification Survey. The HLIS is offered to students upon their entrance into the school system and is collected with their

disposition papers. The HLIS is available in Spanish and other DOE supported languages. Students identified as possible ELL's are given the Language Battery Assessment (LAB-R) within the first ten days of school. Prior to returning the LAB-R, tests are scored to ensure that any student eligible for services is correctly programmed. In the event that the certified ESL teacher is unable to administer and evaluate the HLIS or LAB-R, the testing coordinator will assume responsibility. WATCH provides a Spanish LAB-R and a translator to administer the exam as needed.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The Voyages team analyzes student work on a daily, weekly and quarterly basis. Teachers discuss their student concerns during weekly subject team meetings; at that time students who are identified at-risk are encouraged to complete the SIFE questionnaire.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The identification for newly enrolled students with IEPs is to compare the list of SWDs to the list of ELL students in ATS.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our intake team communicates with all parents ensuring that all documentation is in compliance with DOE and state regulations. At the beginning of the school year, entitlement letters are sent out to ELL parents in their native language notifying them about the parent orientation meetings concerning parent surveys and program selections. At the parent meeting the teacher provides a detailed description of the program selection choices and process. A bilingual translator is present to translate as needed and help with the completion of the program selection form. The surveys are collected at the end of the meeting, and if additional time is needed another meeting will be scheduled so that we may obtain the survey and program selection forms. If the parent does not return the survey and program selection at the follow-up meeting, a meeting will be scheduled for parent-teacher conferences. All documentation is kept in the student's cumulative file which is locked in the main office.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed of their right to appeal ELL status within 45 days of enrollment upon completion of the parent survey and program selection form.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

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

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The Voyages team communicates with families daily, weekly and on a monthly basis via phone, mail, parent meetings, and/or home visits. If families require assistance with completing surveys and selection forms our staff works with the family in their native language to complete these forms in timely manner.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Our school monitors the Parent Survey and Program Selection forms that have not been completed and returned by reaching out to the student's home via phone, mail, meeting at the school and/or home visit. When necessary staff members who are fluent in the student's home language and/or the translation interpretation unit assist the Voyages staff to obtain these forms.

9. Describe how your school ensures that placement parent notification letters are distributed.

Our school ensures that placement parent notification letters are distributed at the start of the school year or upon registration for incoming students.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Our school retains all ELL documentation for each child in their cumulative file which is kept locked in the main office.

11. 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.

Our ELL support team in collaboration with our school's testing coordinator follows the guidelines set forth by NYS testing regulations. Upon investigation into ATS reports, all students who receive English as a second language services (ESL) take the New York State English as a Second Language Achievement Test (NYSESLAT) every year to determine how well they are learning English. The ELL support team informs English language learners about the NYSESLAT a few days before its administration. Parents/guardians are notified of the dates of testing and the purpose of the test. The teacher tells students that the test is designed to show how well they can listen to, read, write, and speak the English language. The teacher makes announcements in such a way as to increase the students' interest in the test and at the same time not cause them to become overly concerned. The teacher explains the general types of questions they should expect to see on the test and the procedures they should follow in recording. The NYSESLAT assesses students speaking, listening, reading, and writing skills, defined by New York State's English as a Second Language Learning Standards. The speaking section is administered individually and asks students to respond to a word or statement read aloud or to a picture. The other sections can be administered to students in a group. The reading section asks students to answer questions about stories printed in their test books. The writing section asks students to write in response to questions and prompts in their test books. The listening section asks students to select the correct response to a picture and/or word or statement read aloud.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Our school ensures that continued entitlement and transitional support parent notification letters be distributed at the beginning of each school year or upon registration for incoming students.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend in program choices that parents have chosen at our school is the Freestanding ESL program. Most parents indicate that they would prefer their child's instruction to be English only. If a parent requests a program that is not available, we support the family in finding a placement for their child at a school with their desired program choice. We do notify parents that if a selection is not made, the default program choice will be made. If not enough families opt for a different program at this school, the student is supported through the transfer process to another school that does provide the service the parents have requested. It should be noted that when families are provided with the option of moving to another school, parents often keep their student at Voyages in our Freestanding ESL program. The parents are told that if a number of parents select a different program than the school offers, the school will re-evaluate the program offerings, and consider offering their program choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 1. a. VOYAGES South High School will implement a Small Group ELL Instructional Program/Freestanding ESL from 10th -12th grade. Students are organized by proficiency level (beginner, intermediate, advanced) and receive ESL services in a push-in model. The primary goal of our ELL program is to foster full English Proficiency in a supportive risk-free classroom environment as well as to: expand literacy and academic language and provide students with skills that will allow them to perform at city and state grade level in all subject areas
 - b. The ESL program at VOYAGES South High School will provide courses that meet the state requirements for ESL programs. Students are grouped for their ESL services homogeneously according to their proficiency levels as indicated on either the LAB-R or NYSESLAT examination.

Freestanding ESL programs are offered in a push-in model. The ESL teacher meets with ELL students in the general education setting. ELL students who are also identified as special needs students receive push-in and Integrated Co- Teaching services for core-subjects. Beginner students receive additional literacy instruction.
 - b. TBE program. *If applicable.*
Not applicable at this time.
 - c. DL program. *If applicable.*
Not applicable at this time.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

- a. The goal of our ESL program is to foster full English proficiency in a supportive risk-free environment. Both the English Language Arts ("ELA") and ESL Teachers that work with ELL students are fully certified. In order to help students progress, we use the following practices:
 - Collaborative Planning and/or Conferencing with Content Area Teachers
 - Utilization of different strategies: Scaffolding, Modeling, Schema Building, Contextualization, Text Representation and Meta cognition.
 - Assisting students during work periods, conferencing with students in and out of class and informal assessments
 - Communication and collaboration with parents
 - Creating goals for students in which they monitor their progress in each of their courses
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

VOYAGES South High School will have a Freestanding ESL Program. Supplemental materials for the ESL program include Language!, a comprehensive literacy program by Soporis West and EDGE. Both Language!, and EDGE include instructional resources and elements that apply specifically to ELLs and inherently prepares ELLs to meet the Common Core Learning Standards. Aside from English language instruction, students receiving ESL services are able to receive support in all content areas during their ESL services. The teacher is able to work with students on challenges arising in english, social studies, math and science during their mandated instructional hours.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We ensure that ELLs are appropriately evaluated in their home languages throughout the year by accommodating ELLs with bilingual dictionaries and glossaries and assessments translated in their home languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL students are given a baseline assessment in all four modalities at the beginning of the year. Their progress is monitored through formal and informal assessments throughout the year, culminating in the NYSELAT. All data and assessments are compared on an on-going basis.
6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. Students with Interrupted Formal Education (“SIFE”) are placed into ESL programs in accordance with most recent LAB-R results or NYSESLAT Results. In addition to ESL, students have access to support services that help transition into high school (i.e. Academic Intervention Services or Counseling).

b. Beginner ELLs receive 540 minutes of ESL services per week. Beginner ELLs (1-3 years) are provided three 90 minute ESL classes per day. Beginner ELLs are taught in small self-contained classes, homogenously grouped according to proficiency level.

Instruction for Beginner ELLs is aligned with Common Core ELA Standards and New York State ESL Standards. Students are provided instruction in reading, speaking and writing from the certified ESL teacher. To incorporate the Common Core State Standards for ELA content, the ESL teacher meets with ELA teachers in a Professional Learning Community and for common planning three days a week.

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

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
8. 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?
Currently, we have not placed any ELL-SWDs at this time. If the demographics shift in the near future we would provide those students with grade-level materials and instructional strategies to access academic content areas and accelerate English language development. This would include, but not limited to: flexible groupings, extensive vocabulary building, and use of visuals and graphic organizers across all content areas. Special educators work closely with the ESL teacher to ensure that the needs of ELL students with special needs continue to be met.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Currently, we have not placed any ELL-SWDs at this time. If the demographics shift in the near future we would program ELL-SWDs into integrated co-teaching classes for specific content areas as well as environments that provided for extra support to meet the students diverse needs and provide them with the necessary support to enable them to function with their peers in the least restrictive environment. The ESL teacher works closely with the Special Education department to ensure that ELLs with IEPs are able to achieve their IEP goals.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|--|---|---|---|---|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 2 units of study <i>per week</i> (360 min.) | 2 units of study <i>per week</i> (360 min.) | 1 unit of study <i>per week</i> (180 min.) | 1 unit of study <i>per week</i> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/ELA (90 min.) | 1 unit of study in ENL/ELA or other Content Area (180 min.) | |
| FLEXIBILITY | | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services* |
| TOTAL | 360 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| STAFFING/ PERSONNEL | <u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher | | <u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies) | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. | | | | | |

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|--|--|---|---|--|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 3 units of study <i>per week</i> (540 min.) | 2 units of study <i>per week</i> (360 min.) | 1 unit of study <i>per week</i> (180 min.) | 1 unit of study <i>per week</i> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/Content Area (90 min.) | 1 unit of study in ENL/Content Area (180 min.) | |
| FLEXIBILITY | 1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services* |
| TOTAL | 540 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| AWARDING CREDITS | <u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study | | <u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies | | |
| STAFFING/ PERSONNEL | <u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher | | <u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. | | | | | |

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

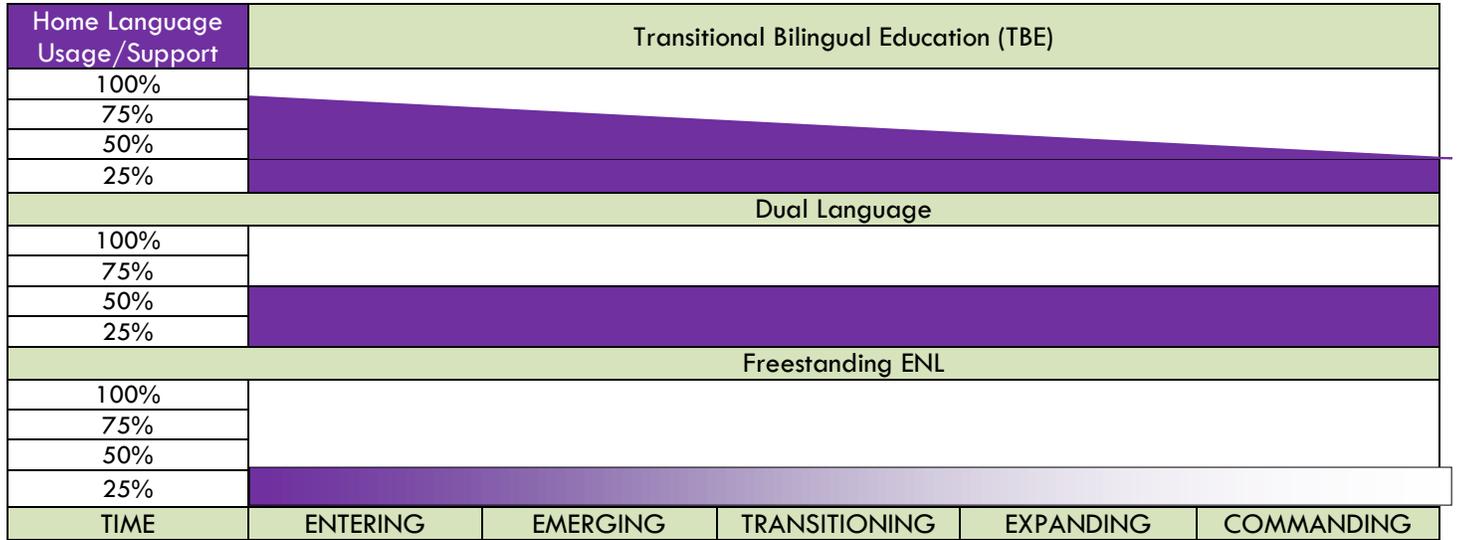


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Targeted intervention programs for ELLs in ELA, Math and other content areas include before and after-school school academic intervention services. All content area teachers use reading and writing strategies to address achievement gaps. We have one certified Special Education teacher on staff who has worked with ELLs previously. Additional related service providers are available through referral from our CBO partner, Queens Community House. Students receive additional support for CCLS, Regents prep and other exam preparation during the instructional day.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
ELLs who demonstrate proficiency on the NYSESLAT exam will be monitored for two additional years. During this time, they will continue to receive outreach from our ELL support team. Data of current and former ELL students are reviewed every 3 weeks after periodic quarterly assessments.
12. What new programs or improvements will be considered for the upcoming school year?
For the upcoming school year, we are not planning any changes in our program for ELLs because we have a small population of ELL learners. If the demographics of our school change, and more ELL students enroll, we will make changes to meet the needs of those students. If necessary, we would consider expanding our ELL services by hiring a full-time ESL specialist and creating a self-contained ESL class.
13. What programs/services for ELLs will be discontinued and why?
No programs will be discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Students receiving ESL services are afforded equal access to all school programs. Students receiving ESL are mandated to attend AIS after school. Students also are provided equal access to all elective courses. Additionally, students are additionally encouraged to participate in school extracurricular activities, including sports teams and clubs. Former ELL's are provided with accommodations per parental and principal requests. ELL students are afforded equal access to all school programs and services. Students are invited to all school programs, invitations and postings are presented to each student. All school support structures are available to our ELLs: media center, school library, before and after-school tutoring, and extracurricular activities. In our building we have a community based organization, Queens Community House, which offers students an opportunity to participate in an external internship experience. Our school goal is to enrich each student's educational and social experience providing them with opportunities to participate in meaningful activities that increase student engagement in school, which ultimately leads to improved students outcomes and higher levels of success in high school and beyond.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Students receiving ESL services uses a literacy program called Language! and EDGE. Language! is a comprehensive literacy program by Sopris West. The program focuses on phonemic awareness, morphology, reading comprehension, spelling, grammar and writing skills. In addition, computers are available in the ESL classroom for students use. Laptop carts and Smartboards are also available for classroom use.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
At this time, our students attending our freestanding ESL program prefer instruction to be delivered in English.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All mandated services meet the emotional, social, academic-grade and age level- needs of all ELL students.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Newly enrolled ELL students have the opportunity to receive additional support before, during and after school. Voyages staff are also available during lunch hours. Our school offers small group instruction which focuses on Regents Prep or any other academic needs of students in attendance. ELL students are provided with access to online sites and academic support from ESL teacher.
19. What language electives are offered to ELLs?
Spanish and Italian are offered as an elective for all students at our high school. Spanish instruction is offered for levels 1-6. Instruction is provided by a native Spanish speaker who is also fluent in English.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?

- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable at this time.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ESL provider is able to attend professional development workshops offered by the New York City Department of Education as well as our school's partner organization, New Visions. In addition outside professional development, school based professional development is offered to teachers once per week. Administrators, teachers, and support personnel deliver professional development on various topics. All VOYAGES South High School staff members receive PD during faculty conferences on site and specific domain of teaching off site as well.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The professional development that is offered to teachers in supporting ELLs as they engage in the CCLS are teachers participating in TSCCI, transfer school common core institute, which includes one-to-one direct coaching, monthly workshops, and Saturday professional development seminars throughout the school year. The specific activities offered are to develop rigorous instruction and assessments aligned to CCLS. Through the workshops teachers design and norm rubrics, assessments, develop instructional strategies and tools for giving feedback to students, and create a tool to track student's progress in skills and academic behaviors.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Voyages South is a transfer school, students must complete 9th grade at the community/traditional high school before attending our school. None of our students are transitioning from middle to high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
The pedagogue responsible for ESL services provides an annual Professional Development intended to inform staff of the needs and progress of ELL students. The ESL service provider also is apart of English Department subject team. Records are maintained in a locked file and updated as required per DOE request.
Additionally, the ESL teacher works very closely with the Special Education Department. The Special Education Department has delivered various Professional Developments for staff members in conjunction with the ESL teacher. Content of the workshops focused on differentiating instruction for diverse groups of learners

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Annual individual meetings with parents of ELLs are scheduled throughout the school year. For families who prefer a translator to be present, if a Voyages staff member is not available or unable to translate the language access coordinator will arrange for a translator through the translation interpretation unit. At these yearly conferences, the student's core content teachers, advocate counselors, and family sit to discuss the goals of the program, the student's language development progress, and the student's language proficiency assessment results.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Upon entrance into the school system, ELL Parents are given the HLIS. If students are eligible for ESL services, parents are informed of instructional models for ESL. Parents of students already receiving ESL instruction are contacted by the school establish communication and describe what services will continue to be delivered.

Twice a year, VOYAGES South hosts a parent-teacher night. Parents are able to conference with teachers and administrators during this time. Invitations for conferences are available for parents in native language. Bilingual staff members are additionally available to translate at parent teacher conferences. Additionally, all parents are also invited to attend school PTA meetings. To provide full disclosure of student performance, VOYAGES South uses a program called Datacation. Parents, teachers and students have access to information on Datacation. Teachers post attendance, grades, assignments and anecdotal accounts that are available to parents and students alike. VOYAGES South High School provides training on this program to parents and students. Bilingual staff members are available to translate and communicate information to parents.

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

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

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

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

D. Additional Information

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

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------------|---|-----------|-----------------|
| Chris Losurdo | Principal | | |
| Lisa Ferranti | Assistant Principal | | |
| | Parent Coordinator | | |
| | ENL/Bilingual Teacher | | |
| | Parent | | |
| Corey Brown/Special Ed. | Teacher/Subject Area | | |
| Shaun Smath/General Ed. | Teacher/Subject Area | | |
| n/a | Coach | | |
| n/a | Coach | | |
| Danielle Mackey | School Counselor | | |
| Lashawn Robinson | Superintendent | | |
| | Borough Field Support Center Staff Member _____ | | |
| | Other _____ | | |
| | Other _____ | | |
| | Other _____ | | |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q261**

School Name: **Voyages Preparatory South HS**

Superintendent: **LashawnRobinson**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

When students register in our school, our intake team (administrator, dean, teacher, secretary, parent coordinator, ESL specialist, IEP specialist, and advocate counselor) reviews student information in paper and electronic form (student records; ATS reports) and conducts an informal interview with each family. During the interview, parents are asked if they have previously filled out a Home Language Identification Survey. If there is a Home Language Identification Survey in the student folder, we follow the parents' request for language in which to receive school communications. If they have not filled out the HLIS, we give it to them during the interview. We have staff members who speak Spanish...who are available to help translate as needed.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

It is unusual that parents request a language other than English on the HLIS. Because we are a transfer high school, we do enroll students from outside this area, but because our students are older (16-21), and have previously been enrolled in NYC high schools, it is very rare that we have new immigrant families. Each year we generally have at most two or three families who request Spanish.... At staff meetings at the start of the school year, teachers are informed by the administration which students' families have requested translation services. During the school year, new students are admitted on a rolling basis. If their families request translation services, those teachers are informed by the administration at that time

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

We are committed to providing regular and timely provision of translated documents through either our school's existing resources or the DOE's Translation and Interpretation Unit. For standard DOE and NYSED documents, the translated versions are downloaded from the websites. For Metropolitan school events and notices, if needed, our staff can translate the documents in-house, depending on the need for Spanish, French, and Haitian Creole.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

At school events, and when needed at group and one-on-one meetings, upon request when such services are necessary for parents to communicate with teachers, advocate counselors, guidance counselors, or school nurse, we have staff members who translate into Spanish and...when those parents attend. If our demographics change, and many more students from immigrant families enroll in our school, we will respond appropriately to provide requested translation services

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All documents that need to be translated are done so when any documents are sent to parents. All documents are translated in-house by various school staff. When necessary the DOE Translation and Interpretation Unit will be contacted for additional support.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Oral interpretation service will be provided in house by school staff. There are numerous staff members that are capable of translating/interpreting in Spanish as well as staff member who are able to serve as translators/interpreters in Cantonese, Phillipino, Spanish Bengali, French, and Hindi. These staff members are made available when necessary to function as interpreters/translators whenever the need arises. In addition, interpretation needs are addressed with the support of our CBO Queens Community House who continues to provide additional on-site interpreters in the form of Advocate Counselors for parent and student outreach, phone calls, and home visits.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

VOYAGES South staff is made aware of translation services through weekly meetings between the DOE and CBO community. Interpretation needs of both students and parents are identified during these scheduled meeting and in-house available supports are communicated to all staff through Professional Development. Professional development facillitated by our Language Access Coordinator ensures that staff is aware of the use of I Speak cards, NYC DOE Translation Services Website, and the online archive of pre-translated applications, forms, and templates. In addition, staff is notified and made aware of specific point people in-house who are available to provide assistance in with translation services and over-the-phone interpretation .

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

When families enrolling in our school request a language other than English for school communications, we provide them with a copy of the Parent's Bill of Rights in their language. Our school is one of three schools located in this building. At the main entrance security desk, there are signs posted in different languages indicating the translation services that are available through the DOE, with the phone number of the translation unit

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

In addition to NYC DOE parent surveys, feedback is gathered through parent focused workshops scheduled throughout the year. Our Community Based Organization has internal surveys to gather feedback. Feedback occurs during PTA Meetings, SLT, Family Assessments, and school wide parental engagement activities.