

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**School Name:**                       **VOYAGES PREPARATORY**

**Principal:**                           **NICHOLAS BLEIBERG**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: CEP Overview**

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

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

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

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: Voyages Preparatory High School School Number (DBN): 24Q744  
Grades Served: 9-12  
School Address: 4510 94<sup>th</sup> Street, Elmhurst, NY 11373  
Phone Number: 718-271-7851 Fax: 718-271-8549  
School Contact Person: Nicholas Merchant-Bleiberg Email Address: nbleiberg@schools.nyc.gov  
Principal: Nicholas Merchant-Bleiberg  
UFT Chapter Leader: Michael Cardona  
Parents' Association President: Regina Temples  
SLT Chairperson: Regina Temples  
Title I Parent Representative (or Parent Advisory Council Chairperson): Joseph Bofill  
Student Representative(s): Michelle Lopez  
Jose DeLeon

**District Information**

District: 24Q744 Superintendent: Juan Mendez  
Superintendent's Office Address: 30-48 Linden Place - Room 307 Flushing, New York 11354  
Superintendent's Email Address: Jmendez2@schools.nyc.gov  
Phone Number: 718-281-7696 Fax: 718-281-7519

**Borough Field Support Center (BFSC)**

BFSC: Affinity Director: Alexandra Anormalisa  
Director's Office Address: 320 W 13th St #6, New York, NY 10014  
Director's Email Address: rhughes@newvisions.org / mdunetz@newvisions.org  
Phone Number: (718) 935-5618 Fax: 917-287-9241

**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)
nt-Bleiberg	*Principal or Designee		
ato	*UFT Chapter Leader or Designee		
	*PA/PTA President or Designated Co-President		
	DC 37 Representative (staff), if applicable		
	Title I Parent Representative (or Parent Advisory Council Chairperson) *Principal or Designee		
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>		
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>		
	CBO Representative, if applicable		

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Member/ Parent		
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	
Regina Temples	Member/ Parent	
Michael Cardona	Member/ Teacher	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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.

At Voyages we understand that, while documents like the CEP capture key elements of our progress through certain metrics, our work cannot be entirely measured by these metrics. We have made significant progress in developing the collaboration between our teaching staff and CBO staff through upgraded communication systems, and among our teachers on an instructional level through the use of common rubrics and assessments. This has helped us improve how we check for understanding in the classroom and how we communicate what we see and know to students. We still have high expectations for ourselves and every one of our students. We believe our mandate is much more than simply helping students graduate, but helping them to be great. We believe the word *preparatory* means not only two-year colleges and trade schools, but four-year colleges. Our Mission and Vision speak to who we are, what we want to be and how we intend to get there:

**Our Mission:** Our doors - and ourselves - are open to young people who need our talent and our understanding and our best efforts. Our students need a school that is different, this means we *cannot* and *will not* be ordinary educators. We will be radical in our pedagogy and connections to youth; we will challenge both our students and ourselves. We will develop opportunities to deeply engage in experiences that we - adults and youth - find personally and intellectually meaningful.

**Our Vision:** Voyages will be a place where students who have struggled and continue to struggle in school will re-engage in learning. On a daily basis, students will learn about and engage with the real world and actively support each other's struggle. They will care for the worlds they inhabit — their homes, their communities, their school, and their classrooms. Staff members will model this process by showing care in the way they interact with, support, and learn from each other. Graduates from Voyages will carry special credibility in the educational and professional worlds, as being skilled in reading, writing, discussion and problem-solving. We will teach students to ask "why?" and search for meaningful, authentic, answers. They will be politically aware and engaged; our kids will not simply have choices, they will deliberately make choices. We will wholeheartedly involve ourselves in everything we do, whether it is a game, a debate, or solving an equation.

Our partnership with our CBO, Queens Community House, continues to make it possible for us to fully support our students through counseling, attendance outreach, internships, college-readiness support, as well as a strong advisory program. We've put key collaborative systems and structures in place, which opened up dialogue between our two staffs about how to maximize our effectiveness in challenging and supporting our students. In the past year, our admissions statistics reflect our commitment to serving higher-need students. Our Cohort 2014-2016 students have significantly lower 8<sup>th</sup> grade ELA/Math scores, a higher rate of current or IEP and ESL students, and a much percentage of students in the city-wide lowest third.

Voyages students and families receive **regular outreach** that targets every aspect of their needs: mental and physical health, career counseling and job referrals, daily encouragement and follow-up, and academic learning and progress.

Among our outreach strategies is our Public Health Solutions partnership, our Teen Parenting Group, our Home Visits, Assistance with Healthcare Visits an Emergency Psychiatric Care; in addition, as part of grant-funded college access program. students participated in monthly college visits to 2-Year community colleges and 4-Year colleges and monthly college and career fairs. Senior meetings is a monthly function for our “Future Focus” students (nearing graduation requirements for credit and Regents). Here, students receive important updates and guidance around academics, upcoming events, and key deadlines.

All of our **curricula are mastery based** . The product of extensive staff discussion and research during the 2013-2014 school year, our teaching, assessment and grade reporting were revamped to emphasize meaningful classroom learning and student *ownership* and *self-advocacy*.

Students participate in regular **discussion** , ranging from turn-and-talk to text-based seminar. While many of our students lack consistent work habits and struggle with literacy and problem-solving skills, they are of college age. For this reason, discussion is a high-leverage activity for our students to access content.

**Classroom assessment** is dynamic, formative, and geared toward involving students in their own education. Students write regularly in every class, across every discipline. Teachers use frequent formative assessment tasks that challenge students to apply their learning and argue opinions based on what they’ve learned. Students receive progress reports every week in every class. Once every two weeks, on Friday, teachers provide students with an update on their assignment work, including an assessment of their understandings and skills for the course; on the following Friday, classrooms are structured in a workshop format for students to receive corrective instruction, complete enrichment tasks, and catch up on missing assignments.

Every student participates in **Advisory** each day. Advisory provides students with social / emotional problem-solving and discussion skills, resources for post-secondary and a forum for exploring issues which impact them as learners and as future adults. Our Advisory curriculum features group projects, inter-advisory competitions, and discussions around college and career, academic self-advocacy, personal, family and community struggle, and politics.

Teachers lead and participate in **numerous committees and teams** , which provide professional exchange, monitoring and oversight of our key structures and initiatives, and important decision-making. All of our committees are collaborations between Queens Community House staff and Voyages DOE staff.

## 24Q744 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09	Total Enrollment	230	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	6	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	65.4%	% Attendance Rate		69.8%	
% Free Lunch	67.1%	% Reduced Lunch		6.0%	
% Limited English Proficient	0.5%	% Students with Disabilities		4.2%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		21.8%	
% Hispanic or Latino	61.6%	% Asian or Native Hawaiian/Pacific Islander		11.1%	
% White	5.6%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.32	# of Assistant Principals (2014-15)		N/A	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.7%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		3.87	
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	64.0%	Mathematics Performance at levels 3 & 4		69.8%	
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	X	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	YES	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	YES				
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	YES	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	YES				
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	NO	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	NO				

## 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.

While teachers have made strides in aligning certain classroom practices to support student self-assessment and mastery of disciplinary content – namely, the use of regular formative assessments and bi-weekly academic feedback and support – student work products are not consistently high-quality and students do not consistently demonstrate the capacity for independently assessing their own work. While the average student credit accumulation improved – from an average of 5.5 per student (including long-term absence students and December graduates) in 2013-2014, in 2014-2015 the average student completed 9.0 credits. A consistently higher credit accumulation will reflect a better connection between the teaching and learning happening in our classrooms. Citing our PPO feedback,

- *Continue to support and evaluate best practices for frequent assessment strategies across classrooms including checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students’ learning needs and students are aware of their next learning steps.*
- *Continue to monitor teacher team work to ensure that they lead to instructional and curricular next steps, improved teacher practice and yield student progress and mastery of goals for groups of students*

To this end, we see a need for regular classroom structures that set high standards and that support students’ metacognitive growth.

### 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.

The principal will facilitate and implement a revised school mission and vision, and develop indicators - observable in classrooms, common space and staff interactions, and rooted in the Danielson Framework. The following components will drive their construction:

- **Coherent Instruction:** We will be politically aware and engaged; they will not simply have choices, they will deliberately make choices.
- **Questioning and Discussion :** We and our students will ask “why?” and search for meaningful, authentic, answers.
- **Culture of Learning:** *We will care for the worlds they inhabit—their homes, their communities, their school, and their classrooms.*
- **Student Engagement :** *We will wholeheartedly involve ourselves in everything we do, whether it is a game, a debate, or solving an equation.*

Annual Goal: During trimester meetings (including IPC Conference), teacher and Principal will target and measure one indicator from the list above – through specific strategies - in their classroom practice and in professional meetings.

We will choose one Danielson domain together to focus on for improvement, and by the end of the school year 2015-2016, teachers will have achieved a rating of Effective or better in the targeted component(s).

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Schoolwide Writing Rubric will be developed in Summer 2015 and implement in Fall 2016. Rubric will account for use of textual evidence, analysis and writing mechanics.	All students	September 2015	Program Chair; Teachers
Schoolwide Academic & Attendance Reflection will be used in all classes on a bi-weekly basis in Advisory. Students will use their bi-weekly identify their own areas of need based on the previous week’s work and outcomes, and consult with first advisors and peers, then teachers on corrective measures.	All students	June 2016	Program Chair; Teachers & Counselors
Weekly Intervisitation meeting (Program Chair and Teachers) will plan and discuss non-evaluative visits to colleagues classrooms, using CEP goals and individual target areas as “lenses” for visits.	Teachers	June 2016	Program Chair
As part of post-observation debriefs, principal will discuss target areas of instruction with teachers.	Teachers	September 2015 – June 2016	Principal

### 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.

Funds will be allocated to our CBO partner for counseling staff to provide counseling, student outreach, support and family engagement.

Per session will be allocated to teachers for summer rubric writing and course planning; teachers will meet and work with Principal and Program Chair to discuss year-long curriculum and Regents prep strategy, and co-plan courses which will best reflect our instructional goals.

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

We operate on a trimester system, and the principal holds one-on-one meetings with staff to review their goals, observation ratings, and professional support needs; at the end of Trimester 1 (December 2015), Trimester 2 (March 2016), and Trimester 3 (June 2015) the Principal will review observation data and compare them to these goals and reflect and revise with each teacher where necessary.

**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.

Attendance remains a concern at Voyages. While we have increased student accountability and classroom rigor over the past two years – and have improved our Regents scores as evidence – our overall attendance has declined. There is a need to more effectively target, monitor, and support individual student attendance. We have adequate support personnel and resources but aim to develop a better “case-by-case” attendance program.

**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.

Using resources such as the New Visions “Attendance Heat Map,” staff at Voyages will track period, daily and longer-trend individual student attendance, and use short-term goal setting, incentives and celebrations to improve overall student attendance to 70% by June 2016.

**Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Office Staff will greet and register morning attendance at our front door, and track/monitor period attendance to account for late arrival, “walkout” and other key attendance data.	All students	Sept.-June 2015-2016	Principal / Office Staff
Office Staff, in conjunction with advocate counselors and teachers, will compile daily and weekly attendance data for the	All Students	Sept.-June 2015-2016	Principal / CBO Director / Office Staff

purpose of regular “attendance rundown” emails; emails will address inconsistencies, trends, “red flags” and celebrations.			
Attendance Team will meet weekly to review trends, red flags and celebrations, and identify students for recognition on the Advisory and school-wide level.	All Students	Sept.-June 2015-2016	Attendance Team (TBA)
Students will identify short-term (weekly, monthly) goals for daily and class-by-class attendance in their Advisory class, and will track them as a group with their Advisory classmates.	All Students	Sept.-June 2015-2016	Advisors (CBO Counselors & Teachers)

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
External Professional Development will be provided to school staff (teachers, guidance counselors, community associates)											
Community Associate Overtime exceptions will be applied in order to accommodate enhanced role in attendance tracking and support;											
Per session postings will provide for staff to focus on closer student monitoring through after-school data analysis and communication with staff.											
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
As stated above, our Attendance Team is a monitoring mechanism; our Leadership Team (Principal, Program Chair, School Business Manager, CBO Site Director) reviews the work of the Attendance Team weekly and our CBO Site Director sits on both groups. At the end of each trimester we will measure our progress toward the goal (December 4, March 11, and end of year).
<b>Part 5b.</b> In <b>February 2016</b> , 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.

While we have made significant improvement to our school wide instructional rigor, we still find inconsistencies in student performance across classrooms and in the use of questioning and discussion for assessment in curriculum maps and teacher observations. Again, citing our PPO feedback:

- *Continue to support and evaluate best practices for frequent assessment strategies across classrooms including checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students’ learning needs and students are aware of their next learning steps.*
- *Continue to monitor teacher team work to ensure that they lead to instructional and curricular next steps, improved teacher practice and yield student progress and mastery of goals for groups of students*

We believe that intensive but non-evaluative intervisitation is needed for teachers to properly dialogue about and align their classroom practice, so that students have a consistently challenging and supportive academic experience.

### 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.

Teachers at Voyages will conduct four (4) visits to other classrooms – one minimum per trimester - and participate in a reflection and discussion about a) common instructional strategies observed, b) questions generated for the observee, and c) actionable next steps for both teachers following each visit.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Through our PROSE vote and C-6 configuration, teachers will meet weekly with our PCT, Program Chair and Principal to plan and discuss intervisitation.</p>	<p>Teachers</p>	<p>Sept.-June 2015-2016</p>	<p>Program Chair</p>
<p>During individual teacher professional learning conferences (conducted four times each year), the principal will review intervisitation notes with teachers, discuss how they have impacted their practice, and set goals related to Danielson rubric accordingly.</p>	<p>Teachers</p>	<p>Sept., Dec 2015; March, June 2016</p>	<p>Principal</p>
<p>Teachers and administrators will develop a visitation observation and feedback template, based on Danielson components and schoolwide instructional focus.</p>	<p>Teachers</p>	<p>September 2015</p>	<p>Teachers, Principal, Program Chair</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Weekly teacher meetings – a combination of C-6 assignments and mandated teacher meetings – will allow for teacher collaboration.</p>										
<p>Per Session will be posted to allow for curriculum planning as teachers identify common practices for alignment.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p>
<p>Each week, teachers will discuss the protocols of our intervisitation process and how the visits are impacting their practice; At the end of each trimester, Leadership Team will review reflection data and principal observations and incorporate it into curriculum-mapping activities for the following trimester. At the end of Trimester 1, each teacher</p>

will have completed at least 1 intervisitation; at the end of Trimester 2, each teacher will have completed at least 3 intervisitations.

**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.

Our school has done significant work to grow teacher leaders, a significant portion of our staff has not had the opportunity to lead or generate topics for professional learning. Based on survey data, committee meetings were not as effective as they could have been, because a significant amount of meeting time was spent clarifying goals and values and all committee members were not equally involved in the work.

### **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.

Staff will generate agenda items through weekly committee meetings, which will feed the weekly all-staff agenda.

As part of a shift towards a model of distributive leadership; 80% of all weekly meetings and agenda will be staff-led and staff-generated, and a corresponding 80% of teachers will facilitate at least one team meeting each trimester.

Staff will generate agenda items through weekly committee meetings, which will feed the weekly all-staff agenda.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The Principal and QCH Director will recruit and coach staff members to plan and facilitate meetings and protocols, and utilize practices from The Power of Protocols and Having Difficult Conversations .</p>	<p>QCH staff and DOE staff</p>	<p>Sept-Dec</p>	<p>All QCH and DOE staff</p>
<p>Seniors will be identified, monitored and supported through teacher-led meetings and committees; Monthly Senior Meetings will be led by Senior Team staff.</p>	<p>Students identified as “seniors,” by general credit and Regents accumulation guidelines</p>	<p>Start and duration for each trimester: September-December; December-March; March - June</p>	<p>Guidance Counselor; Program Chair; CBO administrators; School Business Manager; Advisors</p>
<p>Staff will generate agenda items through weekly committee meetings, which will feed the weekly all-staff agenda.</p>	<p>QCH staff and DOE staff</p>	<p>Sept-June</p>	<p>All Staff, within committees</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Generally, teacher leadership will be built into our weekly meeting structures and supports; where needed, funding will be allocated to support outside training or resources. Program Chair will facilitate weekly intervisitation meeting for teachers; Teacher-leader will be nominated to facilitate weekly all-staff meeting; Departments will nominate rotating facilitator; Friday team-building meetings will be facilitated by rotating teachers or CBO staff.</p>											
<p><b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

Our Principal will observe Committee and Department meetings once each trimester, and provide feedback to facilitators. Leadership Team will conduct anonymous Google surveys as well, to gauge participants' feelings about facilitation, participation and effectiveness of teams. Our Leadership Team will review meeting agenda and notes at the end of each trimester to determine how many of these were teacher-led.

**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.

Historically, students nearing graduation (for example, students with 30+ credits and 2+ Regents) have not graduated in a timely fashion; similarly, many of these “seniors” with fewer remaining credits or Regents than would merit a full schedule have experienced significant declines in attendance. These students need targeted attention, outreach and support, and often customized schedules (ex. student with 1 Regents exam and no credits remaining for graduation). These students also require coordinated communication between staff, to maintain appropriately high standards for the students as far as attendance and academic performance are concerned.

### 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.

We will increase our six-year graduation rate to 60% (as of June 2016, based on December, March and June graduates) for Cohort 2012 through monthly senior meetings, individual and family conferences, phone calls and emails. By keeping them fully informed about the obligations, responsibilities, deadlines and available school and community supports, we will develop agency and self-advocacy in our students and their families.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Senior meetings - one each for December/March graduates and June graduates – will be led by our Senior Committee once each month during our Advisory period. Seniors will receive guidance and support (ex. FAFSA application guidance, resume writing) during meetings and review progress report and transcript data.</p>	<p>All potential December/March/June 2016 graduates</p>	<p>December 2015 (December grads); March 2016 March grads); June 2016 (June grads)</p>	<p>Senior Committee: Program Chair, Guidance Counselor, School Business Manager, CBO Director &amp; Director of Counseling</p>
<p>Senior Committee will meet weekly to review individual senior progress reports and plan or assess senior outreach, initiatives, and workshops. The group will communicate with all staff about individual students and trends related to senior students such as weekly attendance and academic progress reports.</p>	<p>All Staff; All potential December/March/June 2016 graduates</p>	<p>Weekly / June 2016</p>	<p>Senior Committee: Program Chair, Guidance Counselor, School Business Manager, CBO Director &amp; Director of Counseling</p>
<p>Through our approved PROSE structures, students with few remaining credits or Regents will receive reduced schedules, designed to target their particular credit/Regents needs, and any needs related to “outside” factors (ex. full-time employment, childcare)</p>	<p>All potential December/March/June 2016 graduates</p>	<p>Start of each trimester; June 2016</p>	<p>Program Chair; Community Associate; Advisors</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Per Session will be allocated for teachers, guidance counselors and community associates to meet and develop these initiatives.</p>

Funding will be allocated to train and pay student aides, who will assist in clerical work and event planning while gaining key work experience. Incentives related to student participation and achievement and events targeting seniors will be similarly funded.

**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 <sup>st</sup> 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.

We operate on a trimester system, and our Senior Committee will monitor the progress and “senior status” (ex. minimum credits + regents) of expected December, March and June graduates. The students who are identified in September as potential graduates (likely with a minimum 30 credits + 2 Regents exams passed) will serve as our measuring stick. This group will be revised (or remain the same) at the end of Trimester 1 (December 2015), Trimester 2 (March 2016), and Trimester 3 (June 2015) the Principal will review these goals and reflect and revise with each teacher where necessary.

**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.

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

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Voyages staff must be motivated, skilled and very flexible educators, and it is essential that they are valued, supported and challenged through our professional development. To this end, each day of our week staff participate in – and lead – activities that enrich our understanding of our students and our work, and which ensure alignment between classrooms and between our strategies and our needs.</p> <p>In order to recruit and retain teachers and staff who best fit our school, Voyages works with our PSO (New Visions for Public Schools) and our CBO partner Queens Community House to maintain a presence at most hiring fairs and publications related to staff recruitment. In addition, in 2015-2016 we are hosting a UTR resident, who will be working with one of our experienced teachers. We hope our partnership with UTR will facilitate more “home grown” teachers in the future.</p>

#### 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).
<p>Our weekly rotation includes intervisitation debrief, during which teachers share and discuss their experiences visiting each other's classrooms; all-staff meeting, during which CBO and DOE staff review the important issues and to-do's for our school; weekly reflection, during which all staff share and discuss their week in a circle meeting format; committee meetings, during which small staff groups lead by teacher-leaders analyze and/or problem-solve key school components or initiatives; department meetings, during which teachers look at student work and focus on aligning their instruction; and professional learning, where teacher-leaders facilitate learning around instruction, assessment, advisory facilitation and curriculum design.</p>

### 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.

Each August and September, our Program Chair convenes a teacher meeting to discuss how state and local assessments will reflect our instructional focus and goals and each teacher's professional learning and development. Our MOSL committee consults formally on these decisions, but our teaching staff is small (15) and therefore we insist on maximum exposure and consultation on these decisions.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	81,229.00	x	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,497,993.00		

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

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

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

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

- 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.

<sup>2</sup>The **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.

---

**Voyages Parent & Family Involvement Policy 2014-2015**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

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

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

### **Voyages School-Parent Compact 2014-2015**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

always try my best to learn.

**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 <b>24</b>	Borough <b>Queens</b>	School Number <b>744</b>
School Name <b>Voyages Preparatory High School</b>		

### 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 <b>Nicholas Merchant-Bleiberg</b>	Assistant Principal <b>N/A</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>type here</b>	School Counselor <b>Katherine Martinez</b>
Teacher/Subject Area <b>Michael Cardona /Mathematics</b>	Parent <b>Maria Sartzis</b>
Teacher/Subject Area <b>Sasha Agarwal / ELA</b>	Parent Coordinator <b>N/A (CBO)</b>
Related-Service Provider <b>N/A</b>	Borough Field Support Center Staff Member <b>TBA</b>
Superintendent <b>Juan Mendez</b>	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	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>232</b>	Total number of ELLs	<b>0</b>	ELLs as share of total student population (%)	<b>0.00%</b>
--	------------	----------------------	----------	---	--------------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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	
<b>TBE</b>		0	0		0	0		0	0	0
<b>DL</b>		0	0		0	0		0	0	0
<b>ENL</b>		0	0		0	0		0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* 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
<b>TOTAL</b>	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														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
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (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	0	0	0	0	0	0	0	0	0	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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
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				
Geography				
US History and Government				
LOTE				
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.  
Because we are a high school, we do not use early literacy tools.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Given that we do not have any ELL students, we cannot look at data patterns. Historically, our ELL data patterns indicate that our students do better on listening and speaking than they do in reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
This informs our school literacy plan insofar as it means that reading and writing tasks need to be scaffolded, and vocabulary/grammatical structures explicitly taught in context. Given that we do not have an ELL student, the AMAO is not a useful tool. e to question here:
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?  
a. Given the number of ELL students that we currently have, we cannot identify patterns across proficiencies and grades; b. We do not have ELL periodic assessment data, therefore we are not using it; c. We are not learning from the ELL periodic assessment data.
- 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](#).]  
Because we are a high school, we are not using data to guide instruction within the RTI framework.
- How do you make sure that a student's new language development is considered in instructional decisions?  
There are a number of ways that we consider a student's second language development. All classes have an explicit literacy focus across the curriculum, so ELL students are receiving explicit support in reading, writing, and vocabulary development in every class.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the 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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
**We evaluate the success of our program for ELLs by tracking credit accumulation, Regents pass rates and accumulating credits and passing their Regents exams.**

## 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.  
**During our new student intake, all students and families are interviewed, and key DOE paperwork is completed with a CBO staff member present; in addition, counselors review all relevant data and paperwork. Katherine Martinez, our School Guidance Counselor (bilingual) conducts or oversees all HLIS work. Ms. Martinez collaborates with our Program Chair Michael Cardon and our CBO Program Director Sukiana Sanchez to review historical assessment data and to coordinate appropriate testing.**
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).  
**See response to Question 1; In addition through the New Visions Student Sorter (which pulls data from numerous ATS reports), we are able to identify if a student is ELL, SIFE, or former ELL and review scores on previous assessments.**
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).  
**See response to Question 2.**
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 office staff works with our Guidance Counselor to ensure that parent notification letters are distributed in the appropriate timeframe.**
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).  
**Our CBO, which conducts our new student intake, has four bilingual staff, ensure that parents are heard and informed properly.**
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.  
**Our CBO, which conducts our new student intake, has four bilingual staff, ensure that parents are heard and informed properly.**
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.  
**These surveys and forms are distributed, collected and analyzed by our Guidance Counselor in coordination with our CBO, which conducts intake for new students.**
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
**Our CBO counselors maintain, in coordination with Office Staff, records of all paperwork related to our students and families, and conduct outreach daily to ensure compliance and accuracy.**
9. Describe how your school ensures that placement parent notification letters are distributed.  
**See response to Question 8.**
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
**See response to Question 8:**
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 Program Chair works with our teaching staff and counselors to target, schedule and administer NYSESLAT assessments.**
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

See response to Question 8.

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).

We have had zero or one ELL student each of the past few years, so there is no discernable trend in our data.

## 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.  
ELL students receive 275 minutes per week of English instruction. Depending on need, ELL students receive services in a sheltered English class taught by a dually-certified ESL/ELA teacher. Advanced ELL students receive one period of sheltered English daily, and an additional period of ELA through a certified ELA teachers. We do not currently have any ELL students. However, any beginning- or intermediate-level ELL students would receive a second period of sheltered English (taught by a dually-certified ELA/ESL teacher).
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
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)?  
We not currently have any ELL students on roster; Given that we are a transfer school, all students have individualized programs.  
ELL students, therefore, do not travel as a block. With the exception of pull-out services, ELLs receive instruction in heterogeneous classrooms.
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.  
We not currently have any ELL students on roster. ELL students receive services in a sheltered English class taught by a dually-certified ESL/ELA teacher. Advanced ELL students receive one period of sheltered English daily, and an additional period of ELA through a certified ELA teachers. We do not currently have any ELL students. However, any beginning- or intermediate-level ELL students would receive a second period of sheltered English (taught by a dually-certified ELA/ESL teacher).
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
We not currently have any ELL students on roster; we have a bilingual guidance counselor and advisor who coordinate assessment with a student's teachers to ensure assessment is language-appropriate.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
We not currently have any ELL students on roster.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term

- Chart** Former ELLs up to two years after exiting ELL status
- Each student at Voyages is evaluated - in collaboration between the counselor, teacher, student and family - to determine which the type and degree of support a student needs upon intake. For students who are SIFE and Newcomer, our counseling staff works with the family and teaching staff to ensure that appropriate social/emotional supports are in place; a detailed school history is taken during the intake process.
- 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.  
We not currently have any ELL students on roster.
  - 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?  
All of our student schedules are individualized, and all of our IEP students receive SETSS, therefore we are able to maintain schedule flexibility with both push-in and pull-out services
  - 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?  
All of our student schedules are individualized, and all of our IEP students receive SETSS, therefore we are able to maintain schedule flexibility with both push-in and pull-out services.

**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)
<b>ENL INSTRUCTIONAL MINIMUM)</b> <i>Chart</i>	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (180 min.)	Former ELLs must continue to receive services for an additional two years
<b>STAND-ALONE ENL</b>	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
<b>INTEGRATED ENL</b>	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.)	
<b>FLEXIBILITY</b>		.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*
<b>TOTAL</b>	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
<b>STAFFING/ PERSONNEL</b>	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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(u) 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

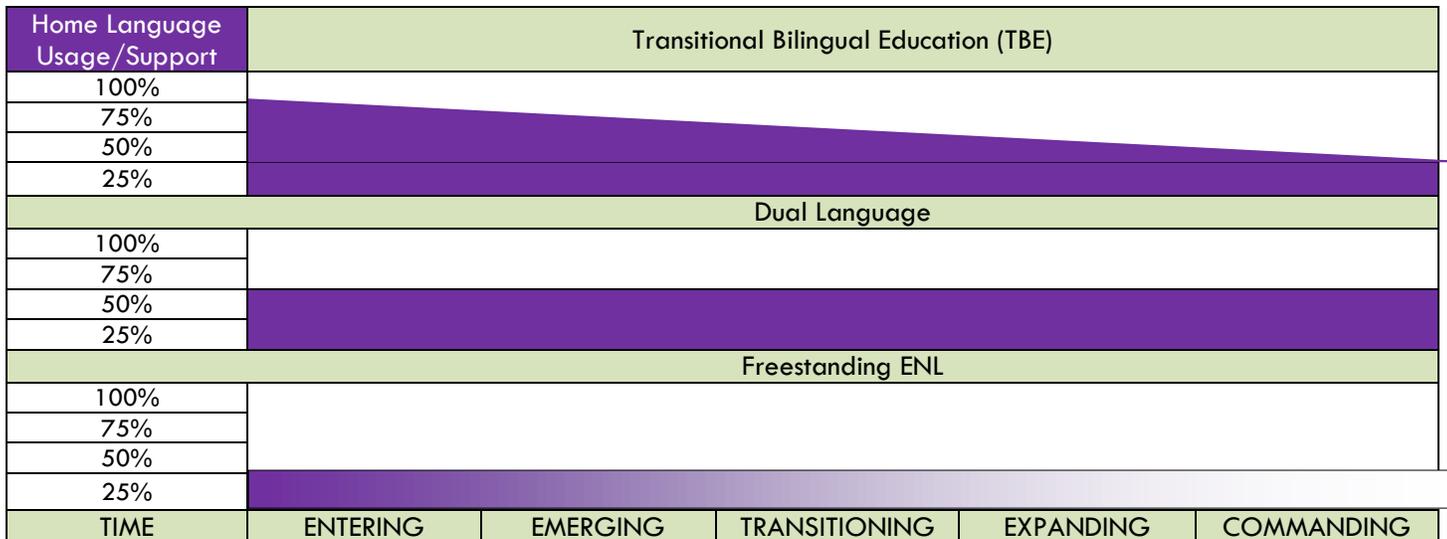


\*Note: “other approved services” does not apply to New York City at this time.

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.  
We provide tutoring through our CUNY internship program in Spanish and English in ELA and Social Studies; our counselors (bilingual counselors are assigned to all ELLs) work with ENL and other teachers to ensure students are academically engaged and supported. Some of this is done through push-in support; some, during our Advisory period (every day 5<sup>th</sup> period) through one-on-one corrective teaching.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Currently, we do not have any ELL students on register; however, we are taking this year to re-evaluate how we recruit, teach and otherwise support ELL students. Generally speaking, we excel at individual student and family support and outreach, but want to ensure that our academic program is more inviting and accessible to ELL students.
12. What new programs or improvements will be considered for the upcoming school year?  
N/A
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELL students are provided equal access through consistent home outreach in Spanish and English (and translation in other languages, where necessary), and facilitation during after-school by bilingual staff.
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.  
Paste response to question here:
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Paste response to question here:
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
We are a mixed-grade, transfer high school. Each students' services and schedule are individualized, based on their academic needs and progress toward graduation.
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).  
All families and students participate in both individual interviews and group orientations during their intake process. During the individual interviews and in subsequent guidance counselor meetings, staff discuss progress, academic data and possible supports or interventions.
19. What language electives are offered to ELLs?  
Rosetta Stone
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)?

N/A

## 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.)  
All of our relevant ELL personnel attend all district-provided trainings that we agree are beneficial. In addition, the principal meets with every staff member four times per year to discuss their roles, responsibilities, needed supports and goals. Notes of these meetings are kept in a Google Document shared between the staff member and the principal.
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?  
Our teaching staff meets three times each week - once for professional learning related to schoolwide goals and targeted instructional efforts, including how we address subgroups; once for departmental planning and data analysis; and once for intervisitation, during which staff share peer-observation data and non-evaluative feedback. The last of these allows specific teachers to target the areas of their work where they receive feedback.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
None of our students are transitioning into high school, as all have attended at least one year of high school prior to their admission to Voyages. However through our counseling and Advisory program, we provided scaffolded instruction and support in the following areas: classroom habits; self-advocacy with teachers and potential employers; and college and career planning.
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.

As stated above in Question 2, our teaching staff meet multiple times each week, targeting a range of professional learning needs and goals for our staff; our meeting agendas and notes are kept in Google Docs.

## 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?  
All families and students participate in both individual interviews and group orientations during their intake process. During the individual interviews and in subsequent guidance counselor meetings, staff discuss progress, academic data and possible supports or interventions.
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.  
All of our family meetings are conducted in English and Spanish; many of our families have concerns relating to college access, citizenship and ENL, and discussion focused on communicating with older students (our population) about prioritizing school and post-secondary options; we offer workshops in these areas where there is demand both through our PA and through our CBO partner.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
We have an on-site CBO, Queens Community House that partners with us in all of our parent/caregiver initiatives and outreach.
5. How do you evaluate the needs of the parents?  
See above - individual intake meetings, regular phone and home-visit outreach.
6. How do your parental involvement activities address the needs of the parents?  
We provide a range of parental involvement activities. As a transfer high school, much of our efforts focus on empowering families and students to repair their relationships, redefine post-secondary options and goals, and balance work and school obligations.

## 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.

Paste response here:

## **Part VI: LAP Assurances**

School Name: Voyages Prep High School

School DBN: 24Q744

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)
Nicholas Merchant-Bleiberg	Principal		1/1/01
N/A	Assistant Principal		1/1/01
N/A (CBO Partner)	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
Maria Sartzis	Parent		1/1/01
Sasha Agarwal / ELA	Teacher/Subject Area		1/1/01
Michael Cardona / Mathematics	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Katherine Martinez	School Counselor		1/1/01
Juan Mendez	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 24Q744**      **School Name: Voyages Preparatory High School**  
**Superintendent: Juan Mendez**

**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.learn DOE.org/tiu/lac](http://www.learn DOE.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.

During our new student intake, all students and families are interviewed, and key DOE paperwork is completed with a CBO (Queens Community House) staff member present; in addition, counselors review all relevant data and paperwork. Aside from standard ATS reports and files from previous schools, our CBO uses family interviews and surveys establish the needs and preferences of our incoming families.

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.

English; Spanish; Bengali

**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.)

Fliers (PA, College and Career; Conferences); Individual Student/Family Letters; Report Cards; Trip Permission Forms

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.

Conferences as needed (throughout the year); PA Meetings; SLT Meetings; Family Conference Nights; Senior Meetings; Special Event Nights and Celebrations (ex. Honor Roll); and Attendance-based Home Visits.

### **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 of our parents speak either English (whether first or second language) or Spanish; we have multiple English and Spanish speaking staff members who conduct face-to-face meetings or contribute to mailings or emails.

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.

See above

### **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.)

We generally use email; our CBO staff consult with the school administration about outreach and translation needs.

## **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

During intake, all parents and guardians are notified during one-on-one meetings with CBO staff of their rights, and assisted in reviewing and completing any relevant paperwork.

## **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)

Our leadership team works with counselors to solicit feedback from parents/caregivers in this area; we also review parent survey data.