2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 27Q261
School Name: VOYAGES PREP - SOUTH QUEENS
Principal: CHRISTOPHER LOSURDO
Comprehensive Educational Plan (CEP) Outline

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## Section 1: School Information Page

### School Information

<table>
<thead>
<tr>
<th>School Name</th>
<th>VOYAGES Preparatory South Queens</th>
<th>School Number (DBN)</th>
<th>27Q261</th>
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<tbody>
<tr>
<td>BEDS Code</td>
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<tr>
<td>Grades Served</td>
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<tr>
<td>School Address</td>
<td>156-10 Baisley Boulevard Jamaica NY 11434</td>
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<tr>
<td>Phone Number</td>
<td>718 276-1946</td>
<td>Fax: 718 276-2784</td>
<td></td>
</tr>
<tr>
<td>School Contact Person</td>
<td>Chris Losurdo</td>
<td>Email Address: <a href="mailto:closurdo@schools.nyc.gov">closurdo@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>Chris Losurdo</td>
<td></td>
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<tr>
<td>UFT Chapter Leader</td>
<td>Adam Sheflin</td>
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<tr>
<td>Parents’ Association President</td>
<td>šmineMeyers</td>
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<tr>
<td>SLT Chairperson:</td>
<td>Danielle Mackey</td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Arlene Barlow</td>
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<tr>
<td>Student Representative(s):</td>
<td>Tatiana Douglas</td>
<td>Core Dimas</td>
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<tr>
<td>CBO Representative:</td>
<td>Shawn Henry</td>
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### District Information

| Geographical District       | 27 | Superintendent: Paul Rotondo |
|                            |    |                             |
| Superintendent’s Office Address | 198 Forsyth Street New York, NY 10002 |
| Superintendent’s Email Address | PRotond@schools.nyc.gov |        |
| Phone Number                | 646-654-1261 | Fax: 646-654-1742 |

### Field Support Center (FSC)

<table>
<thead>
<tr>
<th>FSC:</th>
<th>Queens South</th>
<th>Executive Director: Marlene Wilks</th>
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<tbody>
<tr>
<td>Executive Director’s Office Address:</td>
<td>82-01 Rockaway Blvd. Queens, NY 11416</td>
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<tr>
<td>Executive Director’s Email Address:</td>
<td><a href="mailto:MWilks@schools.nyc.gov">MWilks@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>917-520-6743</td>
<td>Fax: 718-281-3509</td>
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</table>

2018-19 CEP
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Losurdo</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Adam Sheflin</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>SmineMeyers</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Arlene Barlow</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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</tr>
<tr>
<td>Tatiana Douglas</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>CoreDimas</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Shawn Henry</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Danielle Mackey</td>
<td>Member/ DOE</td>
<td></td>
</tr>
<tr>
<td>Francisca Bonilla</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Monica Thomas</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Lisa Ferranti</td>
<td>Member/Staff</td>
<td></td>
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<tr>
<td>Melissa Feeley</td>
<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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

The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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**VOYAGES South Mission:**

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

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

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

1. SCO family of services for counseling, multi system treatment, academic interventions, and family services.

2. Safe Space Jamaica: This program offers a multitude of services for our young people from teen support groups, reproductive health care and counseling. They have a drop in center for LGBTQ young adults. There is a family resource center. Voyages South has utilized them for support services for our students.

3. Road Runners: Program has been designed to get young people in a healthy mindset through running. The program offers opportunities to participate in several marathons throughout the year.

4. Advisory Program and curriculum developed as an inherent part of the VOYAGES South model.

5. College Access Success Program (CASP)

6. Partnerships with the following College or continuing education programs. These partnerships include workshops and college fairs for VOYAGES students, supports with on site application process, college counseling, college tours, and mentoring programs:

- ARMY
- NAVY
- NYPD
Queens College CUNY Connect2College Algebra

Kings Borough CC

BMCC

Medgar Evers

Laguardia CC

Carsten Beauty

Hekels&McCoy

Ace Inst Tech

Allen School

Paccoor PreSch

Holmes Home

Future Project

Kingdom Care

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

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

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

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

1. An ongoing collaboration between D.O.E., C.B.O., Counseling Interns, and the C.A.S.P. program staff called the VOYAGES SOUTH College readiness Team that supports students who are creating their post-secondary plans.

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

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

- Excellent Attendance
● Maintain High Grades (Above an 80)

● Attend Regents Prep

● Study On Your Own Journal Check In

● One Community Service Project this school year

● Participate in an after-school activity or obtain an LTW (Learning To Work) internship.

● Complete Your College/Career Applications (resumes & Cover Letters)

● Read your VOYAGES SOUTH Email

● Attend at least one college workshop a month.

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

1. Every student meets with counseling staff and our director of programming to formulate a plan of credit accumulation, ongoing scheduling of classes, and intended dates for NYS Regents exams and graduation. This plan is revisited following the end of each trimester.

2. The Student Tracker holds all transcript data and information from the programming meetings for each individual student and is an accessible running record of student work towards graduation. The student tracker is part of the VOYAGES South migration to online accessibility for all community members through the use of GOOGLE Education.

3. A large, easily understood Student Tracker board for students to visualize where they are or are headed towards their hopeful graduation date.

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

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

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

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

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

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

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

6. Teaching staff has developed several advanced classes as part of our college readiness initiative including an advanced literature class, 3D Math/Modeling Class, Advanced Algebra class, and Construction/Sculpture project class.

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

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

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

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

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

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

2. Continue to create and establish overarching systems and understandings of how to support and sustain student social, emotional, developmental, and academic health.

3. Continue to promote teacher collaboration, identifying best practices and strategies for instructional planning.

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

5. Continue to develop multiple tools for regular communication with students and families that promote high academic and social expectations for students. To further our school’s natural evolution to support both our student’s academic and social needs as well as the families that are a necessary part of success.

6. Create an environment of trust throughout our community through consistently high academic and social expectations. To develop trust through a caring community that collectively communicates our core values and encourages continued learning and college readiness.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

VOYAGES South High School is a NYC DOE Transfer high school located on the second floor of the August Martin High School Campus. Our school is currently in her fourth year of development, having been founded in July of 2013. There are currently 255 students enrolled in our community of over aged and under credited students who have transferred from across South Queens and Brooklyn. Our Mission as stated below is one that identifies the individual challenges our unique population faces and our intention to build and provide students with a supportive and rigorous path to graduation.

3. Describe any special student populations and what their specific needs are.

VOYAGES South Queens is a transfer high school whose population is both over aged and under credited and highly at risk. This population requires a specific set of supports that include:

1. Consistant individual counseling.

2. Individualized academic support for students who have misses extensive instructional time.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

VOYAGES South Queens made the most progress this past year in the key element of rigorous instruction. Through our work with the Transfer School Institute, ReDesign Coaching and Eskolta, teaching staff created a system of building reading and writing skills through engaging classroom activities that were shared and implemented school wide in all subject areas. Based on the data from both formative and summative assessments, including NYS regents and STARS, credit accumulation and the examination of student work, teaching staff recognized the need to further support individual students in reading and writing skills. Teaching staff embedded learning strategies into curriculum
that focused on skill development aligned to both the NYS/NYC Standards and College Readiness metrics. Strategies included determining importance, questioning, and inferring, pushing student critical thinking skills, and providing several school wide writing initiatives.
<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional Bilingual</td>
<td>N/A</td>
<td>Dual Language</td>
<td>N/A</td>
</tr>
<tr>
<td>Self-Contained English as a Second Language</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Programs/Number of Students (2015-16)</td>
<td># Special Classes (ELA)</td>
<td>4</td>
<td># SETSS (ELA)</td>
</tr>
<tr>
<td># Special Classes (Math)</td>
<td>5</td>
<td># SETSS (Math)</td>
<td>N/A</td>
</tr>
<tr>
<td># Visual Arts</td>
<td>7</td>
<td># Music</td>
<td># Drama</td>
</tr>
<tr>
<td># Foreign Language</td>
<td>2</td>
<td># Dance</td>
<td># CTE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Composition (2017-18)</th>
<th>% Title I Population</th>
<th>73.0%</th>
<th>% Attendance Rate</th>
<th>60.9%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Free Lunch</td>
<td>69.9%</td>
<td>% Reduced Lunch</td>
<td>3.0%</td>
<td></td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>0.3%</td>
<td>% Students with Disabilities</td>
<td>9.0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Racial/Ethnic Origin (2017-18)</th>
<th>% American Indian or Alaska Native</th>
<th>5.0%</th>
<th>% Black or African American</th>
<th>61.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Hispanic or Latino</td>
<td>17.4%</td>
<td>% Asian or Native Hawaiian/Pacific Islander</td>
<td>8.4%</td>
<td></td>
</tr>
<tr>
<td>% White</td>
<td>6.4%</td>
<td>% Multi-Racial</td>
<td>5.4%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personnel (2015-16)</th>
<th>Years Principal Assigned to School (2018-19)</th>
<th>5.25</th>
<th># of Assistant Principals (2016-17)</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Teachers with No Valid Teaching Certificate</td>
<td>0%</td>
<td>% Teaching Out of Certification</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
<td>0%</td>
<td>Average Teacher Absences (2014-15)</td>
<td>5.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Performance for Elementary and Middle Schools (2017-18)</th>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>N/A</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>N/A</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Performance for High Schools (2016-17)</th>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>72%</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>87%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>44%</td>
<td>US History Performance at Levels 3 &amp; 4</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>4 Year Graduation Rate</td>
<td>22.5%</td>
<td>6 Year Graduation Rate (2011 Cohort)</td>
<td>55.0%</td>
<td></td>
</tr>
<tr>
<td>Regents Diploma w/ Advanced Designation</td>
<td>0.0%</td>
<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall NYSED Accountability Status (2018-19)</th>
<th>Reward</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Good Standing</td>
<td>Yes</td>
<td>Local Assistance Plan</td>
</tr>
<tr>
<td>Focus District</td>
<td>Yes</td>
<td>Focus School Identified by a Focus District</td>
</tr>
<tr>
<td>Priority School</td>
<td>No</td>
<td>Focus Subgroups</td>
</tr>
</tbody>
</table>

**Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)**

### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### High School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>N/A</td>
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</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

<table>
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</tr>
</thead>
<tbody>
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<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
<td>YES</td>
</tr>
</tbody>
</table>
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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

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

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified
priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2018 all subject area teachers will have been supported by professional development in the area of curriculum design that is aligned to key NYS standards. Professional Development will continue to center on the creation and implementation of rigorous high school curriculum focused on key skills using school wide instructional strategies and best practices. All curriculum will include embedded skill based strategies in all subjects that assess reading and writing, supporting student development in critical thinking and deep analysis of materials. This annual goal consists of four equally dependent parts

1. Continued implementation and adjustment of all curriculum with benchmark assessments that are skill based and standards aligned for each trimester beginning in October 2018.

2. Continued creation and implementation of full trimester Units of Study in all disciplines. This alignment will include the identified school wide shift towards increasing literacy across all subject areas and both argumentative and evidence based writing.

3. Continued implementation and adjustment of an Integrated Algebra curriculum with benchmark assessments that are skill based and NYS Standards aligned for each trimester beginning in September 2018.


<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>All teachers will participate in professional growth communities that shift teaching practices. ELA and Math will receive additional support.</td>
<td>Beginning September 2018 Weekly Professional Development ending in June 2019 for all staff. Additional work with RE-Design begins July 2018 and ends June 2019.</td>
<td>Administration, Leadership Program Coach, Subject Team Lead Teachers, and Re-design for schools professional development.</td>
</tr>
<tr>
<td>All teachers will participate in professional growth communities that shift teaching practices. ELA and Math will receive additional support.</td>
<td>Beginning September 2017 Weekly Professional Development ending in June 2018 for all staff. Additional work with RE-Design begins July 2018 and ends June 2019.</td>
<td>Administration, Leadership Program Coach, Subject Team Lead Teachers, and Re-design for schools professional development</td>
</tr>
<tr>
<td>Weekly, teacher teams will collaborate to share and analyze lesson unit plans and discuss how to deepen reading, writing and literacy tools to strengthen students’ abilities to use textual evidence in writing and discussion. Teacher teams will work within the identified school wide and subject shifts to align curriculum with the NYSLS. Teachers will engage in inter-visitations of classes guided by an approved student work protocol that will be implemented to ensure tasks are aligned to</td>
<td>All teachers will participate in professional growth communities that shift teaching practices.</td>
<td>Beginning September 2018 Weekly Professional Development ending in June 2019 for all staff. Additional</td>
</tr>
</tbody>
</table>

Through the implementation and creation of a clear professional development plan, all teachers will engage in professional development sessions that meet the needs of the whole school as evidenced by increased student achievement. Individualized professional development plans for teachers that highlight steps for support and progress will be created through conferencing, which will be conducted at least once per semester during which teachers along with administrators will set SMART and achievable professional goals. In addition teacher developed and facilitated Professional development will continue throughout the year based on conferencing, subject team’s needs assessments and administrative recommendations.

Teachers will receive ongoing support to assist them in designing curriculum that is rigorous, engaging and relevant to students’ lives through subject team planning sessions, work with re-Design for Schools, and weekly professional development. Teachers will engage in professional development around the use of data protocols and SWP. Teacher teams within departments will engage in collaborative inquiry through the development of Critical Friends Groups, Student Work Protocols to ensure that curriculum is rigorous, in alignment with the NYSLS and school wide best practices are shared.

Weekly, teacher teams will collaborate to share and analyze lesson unit plans and discuss how to deepen reading, writing and literacy tools to strengthen students’ abilities to use textual evidence in writing and discussion. Teacher teams will work within the identified school wide and subject shifts to align curriculum with the NYSLS. Teachers will engage in inter-visitations of classes guided by an approved student work protocol that will be implemented to ensure tasks are aligned to
**NYSL Instructional Shifts, Differentiation strategies and Universal Design for Learning.**


The NYSL Team will meet weekly to set school wide goals and set teacher practices to improve pedagogy. Teacher leaders from each department will attend professional development monthly to ensure understanding, alignment and implementation of the NYLS and Citywide Instructional Expectations. These will be facilitated by NYLS Team, and work with re-Design. Teacher leaders who have participated in monthly professional development sessions will also assist in this process by facilitating departmental and small group work with re-Design begins July 2018 and ends June 2019.

Teacher leaders, Subject Teams, Admin., NYLS Team


Administration, Leadership Program Coach, Subject Team Lead Teachers, and Re-design for schools professional development

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**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Families are supported through an ongoing cycle of communication. Engagement in their understanding of rigorous instruction is accomplished through the following systems:

1. Families attend orientations, counseling sessions and workshops.
2. Families are apprised of student academic progression through marking period and trimester progress reports.
3. Families are engaged through a school newsletter.
4. Families attend individual academic counseling sessions with their students. Sessions include advocate counselors and teaching staff.
5. Transparent system of providing credit accumulation information. All information provided at the end of each marking period and trimester.
6. Teaching staff maintains consistent contact with parents. This contact includes phone conferencing on a weekly basis that is prioritized according to academic goals, credit accumulation, and attendance. In addition, weekly time is set aside for STAC (Student Teacher Advocate Counselor) meetings that include parents offering families an opportunity to communicate with teaching staff.
Part 4 – Budget and Resource Alignment

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

1. 10% increase in student credit accumulation for Trimester 2 and 12% increase for Trimester 3 for all students with a total increase of 6% by August 2019. Midpoint benchmark for this goal is the second marking period of Trimester 2. Data will be generated from the VOYAGES South individual student credit tracking system.

2. Creating and revising performance tasks, the VOYAGES South Regents Diagnostic, and trimester assessments using Webb’s Depth of Knowledge Alignment Tool to measure rigor. The overall cycle of improvement planning will include three benchmarks. The first benchmark will gather data from the school wide VOYAGES South Diagnostic Regents exam scheduled for November 2018. Midpoint benchmark data used for this goal are the January 2019 NYS Regents Examinations. The third benchmark will gather data from the June 2019 NYS Regents examinations. Progress will be measured against the school wide goals of:

   - Regents scores in all subject areas showing an increase of at least 5%.
   - 90% passing rate on both the NYS ELA and Algebra Regents Examinations.
   - 50% of students who participate in both the ELA and Algebra Exams will score above an 80 percentile for College Readiness.

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

4. 97% of all lesson plans will increase their rigor through implementation of the school wide and subject area shifts to the NYSLS. Progress monitoring will be weekly using the VOYAGES South Peer Feedback Template. Midpoint benchmark will include data from the January 2019 NYS Regents Examinations.

5. By June 2019, ELA, Math, Social Studies, and Science teachers will have a complete curriculum aligned to the NYSLS. All other subjects will have completed their second full trimester NYSLS aligned Unit of Study. Midpoint benchmark is the end of Trimester 2, including curriculum maps, materials and content developed in collaboration with ReDesign.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Meeting Agendas

Course Curriculum Scope and Sequences
Binders of Student Work

NYS Regents and Item Line Data Analysis

Credit Tracker

Skedula

VOYAGES South Peer Feedback Template.

**Part 5c.** In **February 2019**, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

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

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

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By August 2019 there will be a 5% increase in school-wide attendance or an average of 80% yearly attendance rate and credit accumulation, with support of school recognition programs and effective partnerships with CBO’s, as measured by attendance data, comparative transcript audit, and peer comparable graduation rates.</td>
</tr>
</tbody>
</table>
## 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Staff, students and parents</td>
<td>August 2018 – June 2019</td>
<td>CBO Administrators, Parent Coordinator, Advocate Counseling Staff, DOE Staff, Administration, Student Leadership Team</td>
</tr>
<tr>
<td>At risk young men, students eligible for the CTE test, students who have expressed interest in pursuing a trade as they continue their education.</td>
<td>August 2018 – June 2019</td>
<td>Administration, CBO, Advocate Counseling Staff, CTE Teacher with Construction and Maintenance Certification</td>
</tr>
</tbody>
</table>

Building upon our 2017-18 CEP Goal, VOYAGES South will continue to support student achievement through our Accelerate program and partnership with Queens Community House by creating meaningful relationships between staff and students. 2018 Accelerate program will be a workshop based model where students will pick from offerings such as photography, karate, weight training, bicycle repair and other activities. The vision for this new program is to engage at risk youth with real world experience driven classes. The program will mimic that of choosing electives in college. In addition, Accelerate will also include two groups devoted to both our young men and young woman that will meet each day in an effort to improve and continue a school wide restorative approach of support.

Continued implementation of potential CTE Program for Construction Arts. Program will work to satisfy new NYS Regents Diploma requirements by substituting one NYS subject area Regents with certified CTE Test. In addition, program will focus on at risk young men who have expressed interest in learning trades such as carpentry, electric work, cabinetry, OSHA Certification, wiring, and general contracting. Funds from possible grants will supplement costs of machinery and maintenance.

The CBO Director, Principal, Administration, and School Social Worker will align services of all components for academic, social, and emotional support at VOYAGES South to effectively engage students. Administration team will conduct weekly meetings to discuss, outreach, data, and coordination of services. Continued creation of programs and incentives that will effectively engage students and parents. Continued regularly scheduled home visitations by advocate counseling staff to at risk students. At the end of every marking period we will conduct a data analysis for impact.
Members of the attendance committee, advocate counselors, school social worker and guidance counselors will engage in professional development sessions with Queens Community House, as well as DOE provided attendance professional development. Attendance committee will meet weekly, identify LTA students, create individualized attendance plans, and focus on Year 6 Cohorts who have historically fallen below transfer school averages for attendance.

| All Staff, students and parents | August 2018 – June 2019 | Administration, CBO, Advocate Counseling Staff, CTE Teacher with Construction and Maintenance Certification |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Families are engaged through a consistent cycle of communication. Each student is assigned an Advocate Counselor or School Social Worker. In a transfer school model students families are contacted regularly as part of outreach. Several times each year the school holds community service and academic events with students and parents.

### Part 4 – Budget and Resource Alignment

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

1. Title 1 Priority/Focus SWP, to support Professional Development for teachers through per session and absence coverage’s. The 21st Century grant will support the Coordinator for CBO after school program as well as support the teaching staff they will receive per session hours (2-3 staff members approximately 50 hours) using Title 1 Funds.
2. LTW Component and Advocate Counseling Staff will be funded through City Grant Program and additional advocate counselor for 2018-2019 funded by set aside FSF.

**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 | || 21st Century Grant | || SIG | || PTA Funded | || In Kind | || Other |

### Part 5 – Progress Monitoring

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

1. Attendance progress monitoring is ongoing through daily, weekly, monthly, and trimester attendance data check ins and is inherent in the transfer school model. The midpoint benchmark is a 75% attendance rate by January 2018.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

By January and again June 2019 the following instruments of measure will be used to check progress:

- Skedula
- ATS
- Google Docs
- Weekly and Monthly data check ins with administrative staff and CBO.
<table>
<thead>
<tr>
<th>Student Tracker/Credit accumulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assorted NYC DOE data dashboards</td>
</tr>
</tbody>
</table>

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Teachers meet to identify practices and strategies for instructional planning Needs:

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

### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 teaching staff will have created, implemented and assessed a VOYAGES South school wide Student Work Protocol and Inter-visititation Protocol to review data weekly and share best teaching practices. 2018-19 instructional focus will target improved student outcomes in both reading and writing, specifically building student inferences through complex text analysis. By October 2018 teaching staff will have implemented the VOYAGES South Lesson Study Template to examine common marking period assessments, measure student mastery of skills, and allow staff to observe and share the effectiveness of learning activities focused on student skill development in both reading and writing. By January 2019 established protocols will shape teacher driven the VOYAGES South professional development calendar. By June 2019 school wide best practices in both reading and writing will have been identified, implemented, and assessed.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>October 2018 – June 2019</td>
<td>All Teachers and monitored by Administrators</td>
</tr>
<tr>
<td>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).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Teachers receive professional development that engages them in creating meaningful protocols for examining student work aligned to reading and writing learning strategies. During professional development time and scheduled subject team meetings, staff will create common templates to use while examining both student work and peer practice. In addition, Professional Development will focus on reviewing and revising protocols for peer visitations.

  - **Target Group(s):** All Teachers
  - **Timeline:** October 2018 – June 2019
  - **Key Personnel:** All Teachers and monitored by Administrators.

- Teacher driven subject inquiry teams meet once weekly to engage in the analysis of protocol driven data and review student work protocols to inform instruction.

  - **Target Group(s):** All Teachers
  - **Timeline:** October 2018 – June 2019
  - **Key Personnel:** All Teachers and monitored by Administrators.

- Teaching staff will utilize collaborative tools from GOOGLE to set meeting agendas, access student data, share lesson planning strategies, and provide feedback during peer walkthroughs.

  - **Target Group(s):** All Teachers
  - **Timeline:** October 2018 – June 2019
  - **Key Personnel:** All Teachers and monitored by Administrators.

- Math and ELA staff will continue to work with ReDesign on effective strategies for teaching transfer students. Teachers will turn key best practices and activities during weekly school wide PD time according to contractual responsibilities. Inter-visitations protocols will allow teaching staff to observe best practices and collaborate through a cycle of feedback.

  - **Target Group(s):** All Teachers
  - **Timeline:** October 2018 – June 2019
  - **Key Personnel:** All Teachers and monitored by Administrators.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

**Pupil Path**

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. We will use Title 1 SWP funds, Tax Levy FSF to pay for Skedula (Datacation) in order to increase communication, parent participation and student engagement. We will also have training for parents, staff and students, using these funds. We will pay for other various platforms to continue increased communication and parent involvement using with Educational Software Funds.

2. We will use Title 1 SWP funds to support Professional Development for teachers through per session and absence coverage’s. We will also use the same allocations to pay for supports given by re-Design, Leadership academy, and other teacher driven professional development organizations. We will also use the same funding to purchase professional readings and subscriptions for school staff.

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

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
<td>Title I SWP</td>
<td>Title I TA</td>
<td>Title II, Part A</td>
</tr>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
</tr>
<tr>
<td>-</td>
<td>Title III, Part A</td>
<td>Title III, Part A</td>
<td>Title III, Immigrant</td>
</tr>
</tbody>
</table>

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

Part 5 – Progress Monitoring

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

1. By October 2018 development of the 2018-19 VOYAGES South Regents Diagnostic Exam will be completed.

2. Teaching staff will develop alignment between curriculum and assessments. Assessments will have reading and writing learning strategies embedded to gauge effectiveness of school wide instructional practices. By December 2018 teams will have engaged in 3 cycles of Lesson Study to review student work and outcomes.

3. ELA, Science, Math, and Social Studies departments will create 1 common marking period assessments and two cumulative final assessments per trimester that will measure student mastery of reading and writing skills between October 2018 and June 2019 with 6 cycles of review.

4. We will engage in 6 cycles of analysis of assessment data by June 2019.

5. By June 2019 96% students and advocate counselors will have logged on to Skedula a minimum of 3 times to review progress and provide academic feedback to individual students.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Meeting Agendas

Course Curriculum Maps

Binders of Student Work

NYS Regents

Credit Tracker

Skedula

VOYAGES South Peer Feedback Template.
Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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

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

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 85% of teachers will show at least one level of growth in 4 components areas, Domain 1 Planning and Preparation (1E, 1F), Domain 2 The Classroom Environment, Domain 3 Instruction (3B, 3D), Domain 4 Professional Responsibilities. A particular focus of 2019 will be on Domain 3 Instruction.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

| Strategy – Develop a year-long Professional Development Plan aligned with the school goal of improving growth in the 4 component areas. A professional development calendar will be created, collaborated and posted; agendas will reflect professional learning feedback from staff, student assessment data, and observational feedback from ADVANCE. |
|---|---|---|
| Target Group(s) | Timeline | Key Personnel |
| Teachers | September 2018 – June 2019 | Principal, Administration Team, and Teaching Staff |

| Principal and Teaching Staff will offer professional development a minimum of three times a week to ensure understanding and implementation of selected domains and competencies Domain 1 Planning and Preparation (1E, 1F), Domain 2 The Classroom Environment, Domain 3 Instruction (3B, 3D), Domain 4 Professional Responsibilities |
|---|---|---|
| Target Group(s) | Timeline | Key Personnel |
| Teachers | September 2018 – June 2019 | Principal, Administration Team, and Teaching Staff |

| ELA and Math Departments will receive weekly coaching form RE-Design, primarily on the use of and development of strategies for effective planning. Both departments will turnkey best practices to school during weekly PD sessions and department meetings. |
|---|---|---|
| Target Group(s) | Timeline | Key Personnel |
| Teachers | September 2018 – June 2019 | Principal, Administration Team, and Teaching Staff |

| Continued development of Guided Learning Booklet designs for differentiation and Lesson Planning templates to support teaching staff growth in Domain 1. Access to Genome from ReDesign to further support instructional growth through relevant professional development on the use of specific strategies for reaching at risk populations. |
|---|---|---|
| Target Group(s) | Timeline | Key Personnel |
| Teachers | September 2018 – June 2019 | Principal, Administration Team, and Teaching Staff |

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

**For the 2018-19 School Year VOYAGES South cabinet members will schedule bi-weekly town halls for parents that will provide the opportunity for feedback and communication with school leadership. This town hall format will include the use of parent and student survey data. In addition, VOYAGES South will continue to publish the monthly newsletter to parents that highlights the instructional strategies of classroom teaching at the school as well as the school community events that students participate in.**
Part 4 – Budget and Resource Alignment

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

1. 90% of teachers will increase one level of growth at the end of each semester in accordance with ADVANCE ratings (MOP and MOSL). By February of 2019 teaching staff will increase one level of growth in accordance with ADVANCE ratings. Beginning October 2018 Principal will conduct weekly PD ending June 2019. PD will align to individual goals identified by teaching staff and aligned to Danielson components.
2. 85% of teachers will show evidence of improvement in their teaching practice as identified in the Danielson rubric.
3. Course passing rates will increase by 50% Beginning October 2018 ending in June 2019.
4. 95% of teachers will use protocols and resources published on the schools website to increase one level of growth at the end of tri-semester in accordance ADVANCE ratings (MOP and MOSL).
5. All teachers will be tracked for progress through conferencing and individual professional development plans will be assessed and revised a minimum of 3 times a year.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

- Skedula
- Student Transcript and Credit Tracker
- Formal and Informal data Administrative Meetings
- Goodle Apps and Spreadsheets
- Observation Protocols
- SWP

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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

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

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 there will be a 45% increase in the credit accumulation for students within their mandated graduation cohorts.
### Activities/Strategies

**Activities**

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

**Target Group(s)**

- Students, Parents

**Timeline**

- On-going school year 2018-2019

**Key Personnel**

- Administrators

---

**To address the promotion and attendance of at risk students including LTA, upon admission (and ongoing), a review of incoming transcripts by Director of Programming, Social Worker, and Intake Coordinator will allow students to be properly placed in their correct academic program. Our Support Team facilitated by advocate counseling staff will create a “road map” for students that will be shared with students and parents via written and verbal communication in the form of a consistently updated Student Tracker towards graduation.**

---

**All students are closely monitored by an advocate counselor, in order to assure that parents and students clearly understand their goals and supports. Advocate counseling staff communicates with parents and students during scheduled outreach meetings.**

---

**Students are also assigned a Senior Advisor according to their cohort and projected graduation dates. Advisors will ensure graduation and promotion requirements are continuously monitored and communicated to both students and parents.**

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**Monthly workshops for parent engagement based on the needs of families in community**

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### 3b – Parent and Family Engagement

**If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.**

Queens Community House

### Part 4 – Budget and Resource Alignment

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

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

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
Part 5 – Progress Monitoring

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

1. Ongoing review of programming, credit accumulation and scholarship to ensure on-going programming based on individual student needs (SKEDULA and STUDENT TRACKER). Midpoint benchmark will be student attendance rate for February 2019 (81%).
2. Advocate Counselors will share updated information with parents via Skedula and VOYAGES South Newsletter 10 times during the school year.
3. A 50% increase in parent participation in parent workshops.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Voyages South Individual Student Credit Tracker
- Attendance dashboard data
- School Quality Snapshot
- Queens Community House Online Data Tracker
- ATS

**Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Off track for graduation, regents data, skill level</td>
<td>ELA Academic Support, REDesign</td>
<td>Small Group, Tutoring, one on one</td>
<td>M-Thursday 2:53-3:48, Various set times and dates according to individual teaching schedules.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Off track for graduation, regents data, skill level</td>
<td>Ongoing Math Support Class, Blended Learning curriculum whose focus is the building of skills.</td>
<td>Small Group, Tutoring, one on one</td>
<td>M-Thursday 2:53-3:48, Various set times and dates according to individual teaching schedules.</td>
</tr>
<tr>
<td>Science</td>
<td>Off track for graduation, regents data, skill level</td>
<td>Sciences Academic Support</td>
<td>Small Group, Tutoring, one on one</td>
<td>M-Thursday 2:53-3:48, Various set times and dates according to individual teaching schedules.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Off track for graduation, regents data, skill level</td>
<td>Social Studies Academic Support</td>
<td>Small Group, Tutoring, one on one</td>
<td>M-Thursday 2:53-3:48, Various set times and dates according to individual teaching schedules.</td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Off track for graduation, failing regents, skill level</td>
<td>Study Skills; Attendance Support; Peer Mediation;</td>
<td>Small Group, Tutoring, one on one</td>
<td>M-Thursday 2:53-3:48, Various set times and dates according to individual teaching schedules.</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>9</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

Referrals and connection to services provided by organizations such as:

- The Door
- Covenant House
- Safe Horizon
- STH Contact

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

| N/A |  |
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

| X | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

VOYAGES South Queens has identified and implemented the following strategies for the recruitment, retention, assignments, and support of high quality teachers.

Our school identifies high quality, "Effective", and "Highly Effective" teachers through the following measures:
1. According to Annual Professional Performance Review (APPR).
2. Have a history of successful practice and demonstrated leadership skills.
3. Skillful in the use of data analysis, planning instruction, responding to student learning, and closing achievement gaps.
4. Experience participating in, and facilitating Professional Learning Communities (PLCs).
5. Who are respected by peers and administration.

Our school selects high quality, "Effective", and "Highly Effective" teachers through the following measures:
1. Developing clearly defined job descriptions for each of the teacher’s roles.
2. Developing technical behavioral, and role specific competencies for all teacher roles.
3. Developing a screening tool comprised of teachers and administration.
4. Clearly communicating teacher leader opportunities to those identified.

Our school retains high quality, "Effective", and "Highly Effective" teachers through the following measures:
1. Creating a structure of intrinsic and extrinsic rewards, as well as formal and informal recognition.
2. Developing foundational and role specific professional learning activities to build capacity.
3. Creating ways for teacher leaders to strengthen and broaden impact on school culture, climate, and instruction.
4. Ensure adequate resources are in place to support high quality teachers.
5. Providing opportunities for teachers to share best practices.

2b. High Quality and Ongoing Professional Development

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

Committed to the belief that all students can learn at high levels, VOYAGES South believes that in order to achieve college and career readiness, students must engage in and demonstrate evidence of inquiry-based learning, classrooms must be student centered, including differentiated instruction evidenced by alternative groupings in the classroom, and daily writing and end of semester projects must be aligned to the NY State Learning Standards.
Differentiated professional development for instructional staff and will allow staff members to grow individually as well as turn-key new learning.
Teacher led subject, academic, and professional teams that meet weekly with set agendas, checkpoints and deliverables. In addition VOYAGES South will be working with re-Design to identify growth areas for PD. Professional development that is both ongoing and high quality will be evident through the following:
Academic Committee researches relevant data on transfer students and NYSLS assessments. Identifies strengths and weaknesses in constantly evolving learning environment.
- Professional Development Team
- Common Core Team recommends school wide programs that incorporate the NYSLS into subject area curriculum, facilitate and lead professional development for all staff on the NYSLS.
- College Readiness Team researches and facilitates PD on best practices for preparing VOYAGES students for post-secondary education paths.

2. Scheduled common planning time for all DOE staff. (Twice weekly for Subject Team Meetings)
3. Relevant professional development based on committee recommendations, staff initiated and facilitated during common planning time.
4. Student Work Protocol and Staff Inter-visitations that allow collaboration.
5. Shared leadership with staff that recognizes teacher voice, input and expertise.
6. Ongoing professional development in key subject areas.
7. Mentoring program and collaborative teaching classrooms across subject areas.

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.
N/A

3b. TA Coordination with the Regular Program
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)
Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments
Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>115,985.00</td>
<td>$Section 5 Part4A</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>p</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>p</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>p</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2,358,719</td>
<td>$Section 5Part4B</td>
</tr>
</tbody>
</table>

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. VOYAGES South Queens, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOYAGES South Queens will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>- providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
<tr>
<td>- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;</td>
</tr>
</tbody>
</table>

The school’s Parent Involvement

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
</table>

2018-19 CEP
The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary (ESSA) 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;

Encouraging School-Level Parental Involvement

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

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

### School-Parent Compact (SPC)

VOYAGES South Queens, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Elementary and Secondary (ESSA) Act;

#### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

## I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

## I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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;
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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Queens</td>
<td>261</td>
</tr>
</tbody>
</table>

| School Name | Voyages Preparatory South HS |

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Chris Losurdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Lisa Kistinger</td>
</tr>
<tr>
<td>Coach</td>
<td>n/a</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Coach n/a</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Danielle Mackey</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Corey Brown/Special Ed.</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Shaun Smath/General Ed.</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Sylvia Sanchez</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Paul Rotondo</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Field Support Center Staff Member</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

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

D. Student Demographics

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE) Yes ☐ No ☐
- Dual language program (DL) Yes ☐ No ☐
- Freestanding ENL Yes ☐ No ☐

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   To assess early literacy skills of ELL students, our school uses the language placement exam and quarterly assessments to gauge student understanding. Students are administered the language placement exam at the beginning of each year to determine their reading level. The placement exam is designed to determine where to begin instruction within the language program. Quarterly assessments are administered at the end of each unit to determine student progress. These assessments are created by our teachers and designed to address specific skill targets in comprehension, analysis and critical thinking. Teachers collect data from ATS to gather NYSESLAT scores. Thus far the data suggests that ELLs listening, speaking, reading and writing scores from the NYSESLAT results from the previous year are reflective of their diagnostic scores from the beginning of the school year. The data provides insights into the appropriate levels for instruction as well as strategies to implement with these students to improve in the areas of listening, speaking, reading and writing. Teachers
collect quantitative data to drive instruction, this data is used by our ELL support team and content-area teachers to
differentiate instruction for whole class instruction, small group instruction and one to one support. To further support our
ELLs, our school will perform varied assessments periodically to track student progress and to further support early literacy
skills. Our lesson planning framework is designed to implement effective ELL strategies to meet the needs of those learners.

2. What structures do you have in place to support this effort?
Teachers will review and analyze formative assessment data during common planning times, 3 days per week. Access to
school-wide data will be reviewed and analyzed during professional development meeting times, 2 days per week. During
those meetings and the use of the data inquiry cycles, all teaching staff will review student data by using the student work
protocol. Upon review of the data, teachers will note student misconceptions and begin to address students’ problems of
practice through strategic instructional practices and implementation of various reading and writing strategies in an effort to
improve literacy and math skills.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL
Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
As noted by our academic notable gains, our ELLs received academic success in our targeted intervention programs across all
content areas. Teachers collaborate during subject teams to construct and revise instructional plans to provide ELL academic
support for, but not limited to, curriculum based performance tasks, Regents preparedness, and other targeted needs during
the instructional day.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Teachers will review and analyze summative assessment data during common planning times, 3 days per week. Access to
school-wide data will be reviewed and analyzed during professional development meeting times, 2 days per week. During
those meetings and the use of the data inquiry cycles, all teaching staff will review student data by using the student work
protocol. Upon review of the data, teachers will note student misconceptions and begin to address students’ problems of
practice through strategic instructional practices and implementation of various reading and writing strategies in an effort to
improve literacy and math skills.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
Applicable for grades K-5.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
The students at Voyages are students who have transferred from other NYC traditional high schools and therefore we do not
administer the LAB-R to our incoming ELL students. We make every attempt to obtain the student’s records from his/her
community school. Our students receive notable academic gains when given multiple exposure to literacy classes and
additional English Language Arts support for more than one trimester. Further, our ELLs have demonstrated academic
achievement on Regents scores and credit accumulation as supported by their ELA classroom setting.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The administration team will review and analyze outcome assessment data and ATS reports to evaluate and inform our ELL
programs. Upon review of the data, we will make the necessary program changes to address students’ needs and eligible
services offered.
Programming and Scheduling Information

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

      Freestanding ESL programs are offered in a push-in model. The ESL teacher meets with ELL students in the general education setting. ELL students who are also identified as special needs students receive push-in and Integrated Co-Teaching services for core-subjects. Beginner students receive additional literacy instruction.

   b. TBE program. *If applicable.*
      Not applicable at this time.
   c. DL program. *If applicable.*
      Not applicable at this time.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

   a. The goal of our ELL program is to foster full English proficiency in a supportive risk-free environment. Both the English Language Arts (“ELA”) and ELL teacher that work with ELL students are certified. In order to help students progress, we use the following practices:
      • Collaborative Planning and/or Conferencing with Content Area Teachers
      • Utilization of different strategies: Scaffolding, Modeling, Schema Building, Contextualization, Text Representation and Metacognition.
      • Assisting students during work periods, conferencing with students in and out of class and informal assessments
      • Communication and collaboration with parents
      • Creating goals for students in which they monitor their progress in each of their courses

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

   VOYAGES South High School will have a Freestanding ESL Program. Supplemental materials for the ESL program include a comprehensive literacy program, including instructional resources and elements that apply specifically to ELLs and inherently
prepares ELLs to meet standards. Aside from English language instruction, students receiving ELL services are able to receive support in all content areas during their ELL services. The teacher is able to work with students on challenges arising in English, Social Studies, Math and Science during their mandated services.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We ensure that ELLs are appropriately evaluated in their home languages throughout the year by accommodating ELLs with bilingual dictionaries and glossaries and assessments translated in their home languages.

5. How do you differentiate instruction for each of the following ELL subgroups?

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

a. Students with Interrupted Formal Education (“SIFE”) are placed into ELL programs in accordance with most recent LAB-R results or NYSESLAT Results. In addition to ELL, students have access to support services that help transition into high school (i.e. Academic Intervention Services or Counseling).
b. Beginner ELLs receive 540 minutes of ELL services per week. Beginner ELLs (1-3 years) are provided three 90 minute ELL classes per day. Beginner ELLs are taught in small self-contained classes, homogenously grouped according to proficiency level. Instruction for Beginner ELLs is aligned with Common Core ELA Standards and New York State ELL Standards. Students are provided instruction in reading, speaking and writing from the certified ELL teacher. To incorporate the state standards for ELA content, the ELL teacher meets with ELA teachers in a Professional Learning Community and for common planning three days a week.

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

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

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

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Currently, we have not placed any ELL-SWDs at this time. If the demographics shift in the near future we would provide those students with grade-level materials and instructional strategies to access academic content areas and accelerate English language development. This would include, but not limited to: flexible groupings, extensive vocabulary building, and use of visuals and graphic organizers across all content areas. Special educators work closely with the ELL teacher to ensure that the needs of ELL students with special needs continue to be met.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Currently, we have not placed any ELL-SWDs at this time. If the demographics shift in the near future we would program ELL-SWDs into integrated co-teaching classes for specific content areas as well as environments that provided for extra support to
meet the students diverse needs and provide them with the necessary support to enable them to function with their peers in the least restrictive environment. The ELL teacher will work closely with the Special Education department to ensure that ELLs with IEPs are able to achieve their IEP goals.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Targeted intervention programs for ELLs in ELA, Math and other content areas include before and after-school school academic intervention services. All content area teachers use reading and writing strategies to address achievement gaps. We have one certified Special Education teacher on staff who has worked with ELLs previously. Additional related service providers are available through referral from our CBO partner, Queens Community House. Students receive additional support to meet and exceed standards, Regents prep and other exam preparation during the instructional day.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

For the upcoming school year, we are not planning any changes in our program for ELLs because we have a small population of ELL learners. If the demographics of our school change, and more ELL students enroll, we will make changes to meet the needs of those students. If necessary, we would consider expanding our ELL services by hiring a full-time ESL specialist and creating a self-contained ESL class.

10. If you had a bilingual program, what was the reason you closed it?

No programs will be discontinued at this time.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Students receiving ELL services are afforded equal access to all school programs. Students receiving ELL are mandated to attend AIS after school. Students also are provided equal access to all elective courses. Additionally, students are additionally encouraged to participate in school extracurricular activities, including sports teams and clubs. Former ELL’s are provided with accommodations per parental and principal requests. ELL students are afforded equal access to all school programs and services. Students are invited to all school programs, invitations and postings are presented to each student. All school support structures are available to our ELLs: media center, school library, before and after-school tutoring, and extracurricular activities. In our building we have a community based organization, Queens Community House, which offers students an opportunity to participate in an external internship experience. Our school goal is to enrich each student's educational and social experience providing them with opportunities to participate in meaningful activities that increase student engagement in school, which ultimately leads to improved students outcomes and higher levels of success in high school and beyond.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Students receiving ELL services will have access to a comprehensive literacy program. Language! is a comprehensive literacy program by Sopris West. The program focuses on phonemic awareness, morphology, reading comprehension, spelling, grammar and writing skills. In addition, computers are available in the ESL classroom for students use. Laptop carts and Smartboards are also available for classroom use.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

At this time, our students attending our freestanding ELL program prefer instruction to be delivered in English.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

All mandated services meet the emotional, social, academic-grade and age level- needs of all ELL students.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
Students receiving ELL services use a literacy program called Language! and EDGE. Language! is a comprehensive literacy program by Sopris West. The program focuses on phonemic awareness, morphology, reading comprehension, spelling, grammar and writing skills. In addition, computers are available in the ESL classroom for students use. Laptop carts and Smartboards are also available for classroom use.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELL students have the opportunity to receive additional support before, during and after school. Voyages staff are also available during lunch hours. Our school offers small group instruction which focuses on Regents Prep or any other academic needs of students in attendance. ELL students are provided with access to online sites and academic support from ELL teacher.

17. What language electives are offered to ELLs?

Spanish and Italian are offered as an elective for all students at our high school. Spanish instruction is offered for levels 1-6. Instruction is provided by a native Spanish speaker who is also fluent in English.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

   Not applicable at this time.

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 and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The ELL provider is able to attend professional development workshops offered by the New York City Department of Education. In addition to outside professional development, school based professional development is offered to teachers once per week. Administrators, teachers, and support personnel deliver professional development on various topics. All VOYAGES South High School staff members receive PD during faculty conferences on site and specific domain of teaching off site as well.

The professional development that is offered to teachers in supporting ELLs as they participate in TSI, transfer school institute, which includes one-to-one direct coaching, monthly workshops, and Saturday professional development seminars throughout the school year. The specific activities offered are to develop rigorous instruction and assessments aligned to standards.

Through the workshops teachers design and norm rubrics, assessments, develop instructional strategies and tools for giving feedback to students, and create a tool to track student’s progress in skills and academic behaviors.

2. 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.

Voyages South is a transfer school, students must complete 9th grade at the community/traditional high school before attending our school. None of our students are transitioning from middle to high school.

The pedagogue responsible for ELL services provides an annual Professional Development intended to inform staff of the
needs and progress of ELL students. The ELL service provider also is a part of the English Department content team. Records are maintained in a locked file and updated as required per DOE request. Additionally, the ELL teacher works very closely with the Special Education Department. The Special Education Department has delivered various Professional Developments for staff members in conjunction with the ELL teacher. Content of the workshops focused on differentiating instruction for diverse groups of learners.

### Parental Involvement

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

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

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

   Upon entrance into the school system, ELL Parents are given the HLIS. If students are eligible for ELL services, parents are informed of instructional models for ELL. Parents of students already receiving ELL instruction are contacted by the school to establish communication and describe what services will continue to be delivered. Twice a year, VOYAGES South hosts a parent-teacher night. Parents are able to conference with teachers and administrators during this time. Invitations for conferences are available for parents in native language. Bilingual staff members are additionally available to translate at parent teacher conferences. Additionally, all parents are also invited to attend school PTA meetings.

   To provide full disclosure of student performance, VOYAGES South uses Skedula. Parents, teachers and students have access to information on Skedula. Teachers post attendance, grades, assignments and anecdotal accounts that are available to parents and students alike. VOYAGES South High School provides training on this program to parents and students. Bilingual staff members are available to translate and communicate information to parents.

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

### Additional Information

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

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Christopher Losurdo, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Losurdo</td>
<td>Principal</td>
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</tr>
<tr>
<td>Lisa Kistinger</td>
<td>Assistant Principal</td>
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<td></td>
<td>Parent Coordinator</td>
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<tr>
<td></td>
<td>ENL/Bilingual Teacher</td>
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</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
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</tr>
<tr>
<td>Corey Brown/Special Ed.</td>
<td>Teacher/Subject Area</td>
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</tr>
<tr>
<td>Shaun Smath/General Ed.</td>
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<tr>
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</tr>
<tr>
<td>Danielle Mackey</td>
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<tr>
<td>Paul Rotondo</td>
<td>Superintendent</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<tr>
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<td>Other</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 27Q261 School Name: Voyages Preparatory South HS Superintendent: Paul Rotondo

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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</thead>
<tbody>
<tr>
<td>Corey</td>
<td>Brown</td>
<td>Language access coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
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<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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<td>WOLOF</td>
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</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Not applicable.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open school night</td>
<td>September 2018</td>
<td>T&amp; I unit, thebigword, and bilingual staff</td>
</tr>
<tr>
<td>Parent-Teacher conferences</td>
<td>November 2018, March 2018</td>
<td>Intranet</td>
</tr>
<tr>
<td>Awards Ceremony</td>
<td>April 2018</td>
<td>T &amp; I unit, thebigword, and bilingual staff</td>
</tr>
<tr>
<td>Graduation</td>
<td>June 2018</td>
<td>T &amp; I unit, thebigword, and bilingual staff</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP meeting</td>
<td>May 2018</td>
<td>Language Line</td>
</tr>
<tr>
<td>Parent teacher conferences</td>
<td>March 2018</td>
<td>Language Line</td>
</tr>
<tr>
<td>Awards ceremony</td>
<td>April 2018</td>
<td>Language Line</td>
</tr>
<tr>
<td>Graduation</td>
<td>June 2018</td>
<td>Language Line</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Staff members fluent in languages other than English are responsible for communicating to parents in the event of an emergency. In the event that staff is not available, DOE translators are available at the Language Line via phone.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Voyages South will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and the resources available to meet compliance.

1. Communication and outreach in languages other than English to increase participation in school activities and events.

2. PD offered to Advocate Counseling staff who are assigned caseloads based on student need.

3. Policies and Chancellor’s regulation are reviewed by staff through a series of Professional Development workshops.

4. Staff collaborate on the strategies and systems needed to insure equitable accommodations for English Language Learners to receive quality instruction and resources.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)
When families enrolling in our school request a language other than English for school communications, we provide them with a copy of the Parent’s Bill of Rights in their language. Our school is one of six schools located in this building. At the main entrance security desk, there are signs posted in different languages indicating the translation services that are available through the DOE, with the phone number of the translation unit.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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