2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 24Q744
School Name: VOYAGES PREPARATORY
Principal: NICHOLAS BLEIBERG
Comprehensive Educational Plan (CEP) Outline

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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Voyages Preparatory High School</th>
<th>School Number (DBN):</th>
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<tbody>
<tr>
<td>BEDS Code:</td>
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<tr>
<td>Grades Served:</td>
<td>10-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>4510 94th Street, Elmhurst, NY 11373</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-271-7851 Fax: 718-271-8549</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Nicholas Merchant-Bleiberg</td>
<td>Email Address: <a href="mailto:hbleiberg@schools.nyc.gov">hbleiberg@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Principal:</td>
<td>Nicholas Merchant-Bleiberg</td>
<td></td>
<td></td>
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<tr>
<td>UFT Chapter Leader:</td>
<td>Andrew Schirling</td>
<td></td>
<td></td>
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<tr>
<td>Parents’ Association President:</td>
<td>Andrea Melendez</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Christian Suarez</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Expedited Elections in September 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>MelanyAsadovay</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SukianaSanchez</td>
<td></td>
<td></td>
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<tr>
<td>CBO Representative:</td>
<td></td>
<td></td>
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</tr>
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## District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>24Q744</th>
<th>Superintendent:</th>
<th>Juan Mendez</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>30-48 Linden Place - Room 307 Flushing, New York 11354</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:jmendez2@schools.nyc.gov">jmendez2@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-281-7696 Fax: 718-281-7519</td>
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## Field Support Center (FSC)

<table>
<thead>
<tr>
<th>FSC:</th>
<th>Affinity</th>
<th>Executive Director:</th>
<th>Alexandra Anormalisa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director’s Office Address:</td>
<td>320 W 13th St #6, New York, NY 10014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td><a href="mailto:mdunetz@newvisions.org">mdunetz@newvisions.org</a></td>
<td></td>
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<tr>
<td>Phone Number:</td>
<td>(718) 935-5618 Fax: 718-281-7519</td>
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</tbody>
</table>
**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>Nicholas Merchant-Bleiberg</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Andrew Schirling</td>
<td>*UFT Chapter Leader or Designee</td>
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</tr>
<tr>
<td>Expedited Elections in September 2018</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Edmond Desvigne</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Expedited Elections in September 2018</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Melany Asadovay</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Sukiana Sanchez</td>
<td>CBO Representative, if applicable/</td>
<td></td>
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<tr>
<td></td>
<td>Member/ Parent</td>
<td></td>
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<td>Member/ Teacher</td>
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</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<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>
</tr>
</thead>
<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

2018-19 CEP
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

1. What is your school’s mission statement?

At Voyages we believe our mandate is much more than simply helping students graduate, but helping them to be great. We believe the word *preparatory* means our students are **empowered with options for life after high school: two-year colleges, career/technical schools, and four-year colleges**. Our Mission and Vision speak to who we are, what we want to be and how we intend to get there.
**Our Mission:** Our doors - and ourselves - are open to young people who need our talent and our understanding and our best efforts. Our students need a school that is different, this means we *cannot* and *will not* be ordinary educators. We will be radical in our pedagogy and connections to youth; we will challenge both our students and ourselves. We will develop opportunities to deeply engage in experiences that we - adults and youth - find personally and intellectually meaningful.

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

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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.

As a LTW Transfer High School, we serve students who are underage and over-credited. Our school is a small, intensive-support model; students are supported by CBO-based advocate counselors and receive extensive daily outreach, counseling, and college and career support - including paid internships through an LTW grant. In addition, we partner with numerous organizations to provide student and family support and professional development and coaching for staff. We work with organizations like UnLocal to support students and families struggling with immigration and citizenship concerns. We partnered with Artist Year through America Corp in their first year bringing Arts Teachers to schools in need, incorporating theatre and performing arts in class curriculum and as after school programming. And we also rolled out NYRR Rising this year as a means of providing students a new way of living an active lifestyle. We also initiated the LINCT program this year with one English and one Math Teacher to assist our students in reaching College and Career Readiness standards for CUNY Assessment Exams. New Visions for Public Schools provides strategic data support, budget consultation, leadership coaching and professional development. We participate in College Access for All, which provides materials, curriculum and support for growing our college and career readiness work. Through our participation in the Transfer School Institute, we partner with Eskolta and ReDesign for strategic coaching and professional collaborations to support our Lesson Study and College Access for All work.

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

Our school has a relatively small IEP and ELL population, but we serve over 20 teen parents, 30-40% of our students are employed full-time, 20% are court involved, and 20% are in care for mental health concerns, though a larger number are “undiagnosed.” These issues also overlap with students, so they are often dealing with two or more of these circumstances at once. These students each need a combination of regular counseling (including classroom-based support), adjusted schedules, daily phone/text outreach and home visits, and regular referrals to mental health services, legal representation and childcare support.

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.

**Rigorous Instruction:**

In 2017-18, we used LINCT coursework and other college-preparatory assessments and data, so that 50% of each cohort will register and sit for either the PSAT or SAT in 2017-2018. For 2018-19, we identified that students did well in Identifying Key Evidence as indicated in the SAT data and will be switching our instructional focus to
Analyzing and Interpreting Evidence, which was identified as the lowest area for our students. We would like to see a 25% increase in the SAT data in this School-wide skill.

Using PSAT data, 2017-2018 Schoolwide Skills data, and Fall 2018 baseline assessment data, teachers will implement strategies designed to improve student scores on Communication Skill by 25%.

Supportive Environment:

This year our Homeroom attendance was disappointing, between 5% and 10% all year. However our 1st Period attendance increased over last year, and students completed 50% of the credits they attempted this year, an all-time high. Early morning attendance continues to be a challenge for our transfer population. Many of our students work full time, struggle with ongoing health problems or are parents, so early classes are not feasible for them. This year we experimented with more engaging early programming, adjust our start time from 8:25 AM to 8:40 AM and moved our Advisory period to first as a homeroom opportunity. This will allow us to engage students and dialogue about their attendance at the start of the day.

Collaborative Teachers / Rigorous Instruction:

This was a very successful year for our Lesson Study program. All of our department teams met regularly for 90 minutes per week as departments (a first for our school), and each department completed 3-4 lesson study cycles. These cycles have grown the inquiry skills of each staff member and built in a stronger, collective sense within each department that our lessons can always be better planned to address student learning.

2018-19 - Developing a protocol for each dept. teachers will plot and share the dept work mid-year for review and cross-pollination of the work school wide.

Strong Family and Community Ties:

While our survey turnout was not optimal, our parent/guardian response rate increased from 9% to 16%. While our PA and SLT were not well-attended, we had robust turnouts for all conference nights and special events. We hope to build on this in 2018-2019 by moving the Parent Survey response up to 20% and piloting phone conferencing and split meeting formats for SLT/PA to accommodate transfer school population (as requested by the TSI initiative).
### School Demographics and Accountability Snapshot for 24Q744

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>English Language Learner Programs (2018-19)</th>
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<tbody>
<tr>
<td>09,10,11,12</td>
<td>271</td>
<td>No</td>
<td>N/A</td>
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#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>21</td>
<td>24</td>
<td>3</td>
<td>19</td>
<td>21</td>
</tr>
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#### Types and Number of Special Classes (2018-19)

- # Visual Arts
- # Music
- # Drama
- # Foreign Language
- # CTE

#### School Composition (2017-18)

- % Title I Population: 74.0%
- % Attainment Rate: 60.8%
- % Free Lunch: 69.4%
- % Reduced Lunch: 4.1%
- % Limited English Proficient: 3.3%
- % Students with Disabilities: 9.2%

#### Racial/Ethnic Origin (2017-18)

- % American Indian or Alaska Native: 0.7%
- % Black or African American: 15.5%
- % Hispanic or Latino: 89.4%
- % Asian or Native Hawaiian/Pacific Islander: 8.5%
- % White: 5.9%
- % Multi-Racial: 0.7%

#### Personnel (2015-16)

- Years Principal Assigned to School: 5.23
- # of Assistant Principals: 0
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 0%
- % Teaching with Fewer Than 3 Years of Experience: 7%
- Average Teacher Absences (2014-15): 5.4

#### Student Performance for Elementary and Middle Schools (2017-18)

- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Science Performance at levels 3 & 4: N/A

#### Student Performance for High Schools (2016-17)

- ELA Performance at levels 3 & 4: 57%
- Mathematics Performance at levels 3 & 4: 62%
- Global History Performance at levels 3 & 4: 41%
- US History Performance at Levels 3 & 4: 41%
- 4 Year Graduation Rate: 13.2%
- 6 Year Graduation Rate (2011 Cohort): 43.2%
- Regents Diploma w/ Advanced Designation: 0.0%
- % ELA/Math Aspirational Performance Measures (2015-16): 0%

#### Overall NYSED Accountability Status (2018-19)

- Overall: 24Q744
- Rating: N/A

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

**Elementary/Middle School**

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

**High School**

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

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2018-19 CEP
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.

We achieved great success this year in increasing how many students register for and sit for the PSAT and SAT. Our push to improve college readiness among our students created a huge increase in our 2-and-4-year college applications, which nearly doubled in 2017-2018. A number of students scored in the 800-1000 range, which shows promise for students being accepted to a wider range of colleges and universities. The PSAT and SAT data, however, showed us some skill deficits that we must address in order for our students to consistently score in the 1000+ range. We see skill deficits in writing and analysis of text that we can address through our classroom assessment and 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–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. |

Using previous PSAT, 2017-2018 Schoolwide Skills data, and Fall 2018 baseline assessment data, teachers will implement teaching strategies designed to improve student scores on our school-wide "Analyzing and Interpreting Evidence" Skill by 25%.
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).

| Classroom baseline assessments across all subject areas and MOSL assessment (ELA-based) administered to all students. Beyond Voyages Team will analyze student data, with focus on Analyzing and Interpreting Evidence skill area. | Rising Seniors; Seniors | September 2018 | Guidance Counselor; AP; Teacher-Leaders |
| ELA and History teachers, working with Beyond Voyages team, will review Trimester 1 and baseline assessment data to determine instructional groups and strategies for expected SAT takers. | Seniors | December 2018 | Guidance Counselor; AP; Teacher-Leaders |
| ELA and History teachers will target high-need expected PSAT takers for in-class and pullout support and PSAT prep | Rising Seniors | October 2018 | Teacher-Leaders; ELA and History teachers |
| Beyond Voyages team will review PSAT data | Rising Seniors | January 2019 | Guidance Counselor; AP; Teacher-Leaders |

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.

Our Guidance and counseling staff will conduct regular outreach and host workshops targeting post-secondary exams such as PSAT and SAT. This will be key to engaging students with out-of-classroom prep activities.

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.

Through PROSE we have a half-day adjusted schedule and teacher time arranged for lunchtime meetings. Our Beyond Voyages team meets weekly. In addition, our staff uses a teacher-designed, internal system which collects and curates attendance, academic and counseling data across students and subject areas. We use this, in whole-staff, small-group and department meetings to review and analyze data in order to make instructional decisions.

Our partner CBO Queens Community House has at all times 8-10 staff on site, who conduct regular outreach and counseling for our students and families. This allows us to target and challenge individual students for registration, test-prep and test-taking.

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></th>
<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
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<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
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<td>[]</td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
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</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.

January 2019 we will review PSAT data as a team. As a trimester-based school, this will allow us to target SAT-based classroom instruction for Spring/Summer administrations.

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

PSAT score breakdown; SAT score breakdown.

**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

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.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

This past year our overall attendance rate was 68%, adjusting for discharges. Our mastery-based teaching and learning structures allow students with significant attendance challenges to learn and produce work at a high - college-preparatory - level. However within our overall statistics, we saw an average of 10-20% lower attendance for 1st and 2nd period courses, which speaks to the challenges our students face. At any one time 10-15% of our students are parents, or parentified; 30-40% of our students are employed in after-school shift work; and 5-10% of our students are in some form of transitional housing.

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–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.

In 2018-2019 we have rescheduled our Advisory period to 1st period. This will promote stronger student engagement and outreach capacity. By June 2019, the attendance rate for periods 1-3 will be 65%. 
### 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>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Attendance Review</td>
<td>All students</td>
<td>Mondays 9/2018 - 6/2019</td>
<td>Attendance Teacher; Community Associate; Guidance Counselor; CBO Staff; Dean</td>
</tr>
<tr>
<td>Trimester Attendance Data Review</td>
<td>All Students</td>
<td>December 2018</td>
<td>Principal; Attendance Teacher; Community Associate; Guidance Counselor; CBO Staff; Dean</td>
</tr>
<tr>
<td>Trimester Attendance Data Review</td>
<td>All Students</td>
<td>March 2018</td>
<td>Principal; Attendance Teacher; Community Associate; Guidance Counselor; CBO Staff; Dean</td>
</tr>
</tbody>
</table>

N/A
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.

Our CBO partner Queens Community House works with our AP, Guidance Counselor, and our assigned Attendance Teacher to review daily cohort data and to provide daily outreach (including phone calls and home visits) and counseling to students. Counselors conduct morning phone calls to all students and families to encourage punctuality and troubleshoot attendance challenges. Throughout our Attendance Team regularly creates focus groups to identify students target for moveable shifts in their attendance and lateness.

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.

Through a pre-encumbrance we contract with Queens Community House to provide our Parent Coordinator position. QCH’s on site staff provides comprehensive daily counseling and outreach.

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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<tbody>
<tr>
<td>X</td>
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<tr>
<td>X</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.

We review attendance data weekly in our Attendance Team meetings. Counselors, dean and admin provide daily intervention to students based on period attendance, overall attendance and punctuality. At the end of each trimester the Attendance Team and admin review data based on individual, cohort and school-wide attendance.

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

We use ATS, CAAS and our own internal Google-based systems to collect, track and analyze data.

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.

Our teaching staff made great leaps in its Lesson Study work in 2017-2018. Each department completed four cycles of the lesson study process, which resulted in the development of two new classroom protocols, an SBO vote to shift our staff meeting structures, and the highest class passing rate in our school's history. However we aim to make our Lesson Study work interchangeable, between departments and teacher roles, and to incorporate students for feedback and co-planning, so there are structures and procedures that will support this transition.

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, Science and Math teams and English and Social Studies teams will collaborate to develop one common procedure or protocol to be used school-wide in Lesson Study work.
### Part 3a – Action Plan

<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>
<tr>
<td>Target Group(s)</td>
</tr>
<tr>
<td>Who will be targeted?</td>
</tr>
<tr>
<td>ReDesign (working with Transfer School Common Core Institute), will provide bi-weekly on-site training and support to classroom teachers in our English, Mathematics, Arts and Physical Education departments.</td>
</tr>
<tr>
<td>Department leads will report out their challenges and findings during all-staff meetings, in order to share data with colleagues and leadership team.</td>
</tr>
<tr>
<td>Teachers will participate in Google reflections once each trimester, targeting their experience with Lesson Study (ex. goals, time management, effect on classroom instruction)</td>
</tr>
</tbody>
</table>

### 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.

Students will be interviewed during Lesson Study cycles and asked to participate in focus-group-style "dry-runs" of lessons. During family events, teachers will demonstrate how Lesson Study is employed at Voyages, and share student experiences. By experiencing immersion-style how lessons can be planned and adjusted, families will better understand how teachers use data and co-planning structures to create effective instruction.

### 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.

Weekly department meetings were agreed upon, as part of our PROSE-based SBO. On Wednesdays, as part of our PROSE-based SBO (half-day schedule), All teachers will participate in Wednesday department / Lesson Study meetings both with coaches from Eskolta and ReDesign and independently. These meeting times adhere to our SBO-allotted minutes for staff development, department meetings, and all-staff meetings.

Twice annually, a smaller group of teachers will receive per session for participating in the Transfer Institute Symposium (an all-day Saturday event); in addition, a smaller group of teachers will participate in 2-3 school visits facilitated by TSI. Per diem coverage will be provided for these teachers.

**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.

As part of staff project documentation, participating project staff will document progress toward goals and personal reflections about their individual professional learning contributions to the group and overall effectiveness of the project. During the IPC conference and one-on-one meeting with the principal at the start of each trimester, each teacher will document (in a personal Google Doc) their goals and needs. In addition, all staff will review efficacy of project work in weekly All-Staff meetings using documentation templates.

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

Google Doc templates - both space for notes, and targeted surveys and spreadsheets - will be used for staff to document their work and for teams and administration to monitor progress toward project goals. These spreadsheets, as well as confirmation emails from ReDesign/Eskolta coaches, will document the completion of lesson study cycles. New protocols they develop will be documented in All-Staff meetings and organized as internal resources in our Google Drive.

**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.

In 2017-2018, we increased teacher leadership at Voyages. Teachers took on leadership roles in our Lesson Study work, leading to the development of two key protocols, a teacher-designed instructional focus and a shift in our weekly schedule. We see a tremendous potential for growth in teacher leadership; as we’ve set a goal of improving student performance on our school-wide skill of analyzing and interpreting evidence. Much of our instructional improvements have sourced from strong, consistent instructional practices that teachers developed and refined together. In 2018-2019 we’ve allocated one professional period per week for teachers to share and build strategies and structures which will improve student outcomes.

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, teacher-leaders (C. Suarez, T. Paul-Henry, Y. Glick), in collaboration with Leadership Team, will have designed and implemented 2 professional development sessions each, one in each half of the year.
### 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., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>September 2018 - January 2019 Teacher Leaders; AP; Principal; Program Chair</td>
</tr>
</tbody>
</table>

Each of three teacher-leaders (two model teachers, one peer collaborative teacher) will design and implement one Monday PD session for teaching staff in each half of the year.

AP, Principal and Program chair will review and provide feedback to each teacher-presenter; Team will plan revisions and next steps.

AP, Principal and Program chair will review and provide feedback to teacher leaders and discuss goals for Spring sessions; Team will plan revisions and next steps.

AP, Principal and Program chair will review PD year, based on surveys and observations.

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### 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.

While this goal is instructional in nature, our teacher leaders will showcase their work - and draw connections to how our teaching moves will impact young people’s learning. This will take place during teaching and learning workshops and showcases held during family conference nights.

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### 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.

We are funding two model teachers and one peer collaborative teacher in 2018-2019. In addition, we’ve adjusted our schedule to create one weekly PD session for teachers.

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

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<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
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<th>Title II, Part A</th>
<th>Title III, Part A</th>
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<tr>
<td>C4E</td>
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<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.

Our teacher leaders will also sit on our PD committee, and will meet weekly with our administration to review and plan professional learning at Voyages. We'll review the most recent professional sessions and provide feedback.

At the end of each trimester, we'll review teacher feedback and admin observations of professional learning.

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

- Staff surveys regarding PD (TBD)
- Admin Observations

**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.

In SY 2016-17, our Parent Survey returns were an abysmal 9%. Our goal last year was to improve that number to 30%, which we did not achieve, but did reach 16%. This was done largely through outreach by the CBO counselors directly to parents after our PTC night took place and parents/guardians completed forms that evening as they checked in. This year, we will be focusing our efforts in having both teachers and counselors reach out to families throughout the year and working with our Parent Association to create monthly events that will build up the contact with parents. The idea is that parents are also accountable for regular attendance/communication with the school just as their students are.

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, our Parent Survey response rate for school year will be 2018-2019 will 40%.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<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>Evidence-based instructional programs, professional development, and/or systems and</td>
<td>Parents/Guardians</td>
<td>December 2017; March 2018; May 2018</td>
<td>Leadership Team, Teachers, CBO staff, Office Staff</td>
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<tr>
<td>structures needed to impact change. Strategies to address the needs of students with</td>
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<tr>
<td>disabilities, English language learners, and other high-need student subgroups (e.g.,</td>
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<tr>
<td>overage/under-credited, SIFE, STH).</td>
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<tr>
<td>School surveys will be distributed and completion facilitated by office staff,</td>
<td>Parents/Guardians</td>
<td>December 2017; March 2018; May 2018</td>
<td>Leadership Team, Teachers, CBO staff, Office Staff</td>
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<tr>
<td>counseling staff and teacher-advisors.</td>
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<tr>
<td>DOE-provided updates on survey completion will be distributed to all staff, in</td>
<td>All Staff</td>
<td>Ongoing during Survey Window Fall-Spring</td>
<td>Leadership Team</td>
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<tr>
<td>particular staff working as leaders in facilitating survey collection but also as a</td>
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<td>2017-2018</td>
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<tr>
<td>school-wide goal for community engagement of all stake-holders.</td>
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<tr>
<td>For students classified as STH or emancipated, CBO staff and teacher-advisors will</td>
<td>STH students</td>
<td>Ongoing during Survey Window Fall-Spring</td>
<td>Leadership Team; CBO staff and teachers</td>
</tr>
<tr>
<td>make outreach to guardians and address surveys in one-on-one counseling sessions.</td>
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<td>2017-2018</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 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.

We maintain extensive, regular outreach to all of our families. Our CBO counselors provide daily outreach to families about all aspects of student life, including parent-related initiatives such as lunch form completion and school surveys. There will not be significant changes to this structure, but during all of our family events counselor and teacher-advisors will be assigned to support and facilitate online survey completion.

### 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.
Advisory teachers (as part of SBO/PROSE) will make regular outreach to families. We have laptops and Chrome books purchased for students and families to complete surveys, college applications and FAFSA applications readily available on site. Our partnership with Queens Community house is funded through our Parent Coordinator funding.

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong></td>
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<tr>
<td></td>
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</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.

The Guidance Counselor, counseling staff and Leadership Team will meet weekly to discuss and document progress toward parent survey completion goals. Advisors and counselors will log outreach and completion on our internal Google spreadsheets.

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

Google Doc templates and emails provided by School Survey Team will be used for staff to document progress toward parent/guardian participation goal, and will be reviewed by Leadership Team and CBO staff (CBO on-site director facilitating).

**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 (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>English Regents scores, 8th grade ELA results; Achieve 3000 Reading Program</td>
<td>Pull-out reading and writing support and in-class targeted instruction through online programs.</td>
<td>One-on-one and small group</td>
<td>During the school day (pullout during subject classes and Advisory)</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Algebra scores (historical); Intake Assessments</td>
<td>Push-in and pullout support</td>
<td>One-on-one and small group and classroom</td>
<td>During the school day (pullout during subject classes and Advisory)</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students with repeated failing grades on Living Environment Regents exam</td>
<td>“Living Environment IV” course condenses course outline and targets key areas of need for students</td>
<td>Targeted programmed class</td>
<td>During the school day (pullout during subject classes and Advisory)</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Social Studies Regents Scores and Written Assessment Data</td>
<td>Literacy pull-out</td>
<td>One-on-one and small group</td>
<td>During the school day (pullout during subject classes and Advisory)</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Intake screening; Counseling Sessions (Queens Community House)</td>
<td>One-on-one counseling; referrals to outside agencies; Targeted Advisory groups; Lunchtime Discussion groups (for ex., young parents’ group)</td>
<td>One-on-one, small group; counseling; workshop, and discussion group formats</td>
<td>Primarily school day; Saturdays (TBA) and before/after school as needed</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)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

Part A: FOR TITLE I SCHOOLS

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.)

   In 2017-2018 four (4) of our students were identified as STH, however this year at any one time 8-10 students may have experienced interrupted or transitional housing. As a transfer high school our students are often hesitant to report their housing status, either because of their head-of-household status or immigration status.

2. Please describe the services you are planning to provide to the STH population.
Our CBO partner, Queens Community House, provides daily outreach and counseling services to all of our students. Counselors will meet with each identified student to determine housing needs upon first enrollment and during bi-weekly counseling meetings. Depending on student need, counselors will meet with Guidance Counselor, School Business Manager and Principal to determine how STH funds may be most helpful.

Each student identified as STH will receive basic school supplies (notebooks, pens/pencils, folders). In cases of emergency, students will be provided with t-shirts, blankets, and hygiene products.

As part of our PROSE membership we are able to provide students with adjusted schedules; those students whose commute to school is impacted by their housing status may receive a schedule without a first or last-period class. In addition, those STH students in need of extra academic support will receive such support during our Advisory period or in pullout format, as before-or-after school activities may be challenging for them to attend.

Our CBO Director’s office and our Principal’s office will maintain a basic supply of snacks to supplement STH students’ meals during the school day.

In addition, CBO counselors and Guidance Counselor will assist students and families in securing housing resources as needs arise or as student/family housing status changes.

**Part B: FOR NON-TITLE I SCHOOLS**

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).

   N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

   N/A

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.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 staff must be motivated, skilled and very flexible educators, and it is essential that they are valued, supported and challenged through our professional development. To this end, each day of our week staff participate in – and lead – activities that enrich our understanding of our students and our work, and which ensure alignment between classrooms and between our strategies and our needs.

In order to recruit and retain teachers and staff who best fit our school, Voyages works with our PSO (New Visions for Public Schools) and our CBO partner Queens Community House to maintain a presence at most hiring fairs and publications related to staff recruitment. Each of our current teachers has multiple opportunities for teacher-leadership throughout the year, through our project-based staff work model. By meeting with the principal in two additional one-on-one meetings (December, March) above and beyond the required IPC and end-of-year conferences, each teacher is able to set and monitor their own professional goals and growth.

This year we selected three skilled, veteran teachers to take on formal leadership roles. Christian Suarez, Social Studies teacher, and Yael Glick, English teacher, will be Model Teachers; Tanya Paul-Henry, Math teacher, will be our Peer Collaborative Teacher. We believe this will both retain staff and grow future school leaders.

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).

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

In addition, our teachers receive differentiated trimester meetings with the principal and AP, where we discuss and set goals and areas of support, including outside professional learning or participation in school-based coaching.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Each August and September, our Instructional Lead convenes a teacher meeting to discuss how state and local assessments will reflect our instructional focus and goals and each teacher’s professional learning and development. Our MOSL committee consults formally on these decisions, but our teaching staff is small (16) and therefore we insist on maximum exposure and consultation on these decisions.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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 (Indicate the amount contributed to Schoolwide pool. (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.</th>
<th>Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
</table>

Column A | Column B |
Verify with an (X) | Section Reference(s) |
<table>
<thead>
<tr>
<th></th>
<th>Source</th>
<th>Amount</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$108,198</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$1,676,550</td>
<td></td>
<td></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
The 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.

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**Parent and Family Engagement Policy**

**Voyages Parent & Family Involvement Policy 2018-2019**

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 Preparatory, 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.

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association, 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.

**Support for Parents and Family Members of Title I Students**

Voyages Preparatory will support parents and families of Title I students by:

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

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2018-19 CEP
• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
• providing assistance to parents in understanding City, State and Federal standards and assessments;
• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
• providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

### Parental Involvement and School Quality

To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day and evening events;
- maintaining an open-door policy for all administrators
Voyages Preparatory, 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 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 Every Student Succeeds Act (ESSA);

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 will all members of the school community;
• supporting parental involvement activities as requested by parents;
• ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
• advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

II. Parent/Guardian Responsibilities:
• monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
• ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
• check and assist my child in completing homework tasks, when necessary;
• read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
• set limits to the amount of time my child watches television or plays video games;
• promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
• encourage my child to follow school rules and regulations and discuss this Compact with my child;
• volunteer in my child’s school or assist from my home as time permits;
• participate, as appropriate, in the decisions relating to my child’s education;
• communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
• respond to surveys, feedback forms and notices when requested;
• become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
• participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
• take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
• share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

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

District 24  Borough Queens  School Number 744
School Name Voyages Preparatory High School

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>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicholas Merchant-Bleiberg</td>
<td>Katherine Martinez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Francis Bolton</td>
<td>Yasmine Rojas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanya Paul-Henry</td>
<td>Jean-Pierre Camacho</td>
</tr>
<tr>
<td>/Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sasha Agarwal</td>
<td>N/A (CBO Staff)</td>
</tr>
<tr>
<td>ELA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>TBA</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan Mendez</td>
<td></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.

<table>
<thead>
<tr>
<th>ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

2018-19 CEP
Total number of students in school (excluding pre-K) | 231 | Total number of ELLs | 3 (anticipated) | ELLs as share of total student population (%) | 1.30%

## 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>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Transitional bilingual education program (TBE)</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Dual language program (DL)</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>DL</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Freestanding ENL</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

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.

### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</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>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
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<tbody>
<tr>
<td>TBE</td>
<td></td>
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<td></td>
<td>0</td>
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<tr>
<td>TBE</td>
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<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
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## 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?  
   Because we are a high school, we do not use early literacy tools. We do use MOSL tasks to determine literacy needs, and use baseline assessments in subject area classrooms to determine literacy strengths and areas of need.

2. What structures do you have in place to support this effort?  
   Department

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?
We evaluate the success of our program for ELLs by tracking credit accumulation, PSAT/SAT, Regents pass rates and accumulating credits and passing their Regents exams.

4. What structures do you have in place to address interventions once the summative data has been gathered?

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.] Because we are a high school, we are not using data to guide instruction within the RTI framework.

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]. Historically, our ELL data patterns indicate that our students do better on listening and speaking than they do in reading and writing.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      ELL students receive 275 minutes per week of English instruction. Depending on need, ELL students receive services in a sheltered English class taught by a dually-certified ESL/ELA teacher. Advanced ELL students receive one period of sheltered English daily, and an additional period of ELA through a certified ELA teachers. We do not currently have any ELL students. However, any beginning- or intermediate-level ELL students would receive a second period of sheltered English (taught by a dually-certified ELA/ESL teacher.
   b. TBE program. If applicable.
      N/A
   c. DL program. If applicable.
      N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      Given that we are a transfer school, all students have individualized programs. ELL students, therefore, do not travel as a block. With the exception of pull-out services, ELLs receive instruction in heterogeneous classrooms.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
   ELL students receive services in a sheltered English class taught by a dually-certified ESL/ELA teacher. Advanced ELL students receive one period of sheltered English daily, and an additional period of ELA through a certified ELA teachers. We do not
currently have any ELL students. However, any beginning- or intermediate-level ELL students would receive a second period of sheltered English (taught by a dually-certified ELA/ESL teacher.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
We have a bilingual AP and advisor who coordinate assessment with a student’s teachers to ensure assessment is language-appropriate.

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
Each student at Voyages is evaluated - in collaboration between the counselor, teacher, student and family - to determine which the type and degree of support a student needs upon intake. For students who are SIFE and Newcomer, our counseling staff works with the family and teaching staff to ensure that appropriate social/emotional supports are in place; a detailed school history is taken during the intake process.

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?
All of our student schedules are individualized, and all of our IEP students receive SETSS, therefore we are able to maintain schedule flexibility with both push-in and pull-out services.

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?
All of our student schedules are individualized, therefore we are able to maintain schedule flexibility with both push-in and pull-out services.

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.
We provide tutoring through our CUNY internship program in Spanish and English in ELA and Social Studies; our counselors (bilingual counselors are assigned to all ELLs) work with ENL and other teachers to ensure students are academically engaged and supported. Some of this is done through push-in support; some, during our Advisory period (every day 5 th period) and half-day Wednesday schedule through one-on-one corrective teaching.

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

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

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students are provided equal access through consistent home outreach in Spanish and English (and translation in other languages, where necessary), and facilitation during after-school by bilingual staff.

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.
Any and all materials that need to be adapted are addressed by our AP and ENL teacher, in conjunction with our CBO staff. In addition, we use Google Classroom and Google Docs, which are translated when necessary.
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   The HLS form, completed upon intake. Once determined, the AP, Guidance Counselor and CBO determine the best fit for the student and family's counseling and instructional needs.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   We are a mixed-grade, transfer high school. Each students' services and schedule are individualized, based on their academic needs and progress toward graduation.

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?
   We share a building with two high schools: Civic Leadership High School and Pan American International High School. Pan American is part of the International schools network, and a community school grant recipient; Our CBO provides extensive, bilingual counseling and outreach to students and families.
   However, we intend to request some access to coursework (in particular any coursework for ELL students beyond basic Algebra or Living Environment, and Regents Prep for exams such as Earth Science, Chemistry, or Geometry).

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).
   All families and students participate in both individual interviews and group orientations during their intake process. During the individual interviews and in subsequent guidance counselor meetings, staff discuss progress, academic data and possible supports or interventions.

17. What language electives are offered to ELLs?
   Rosetta Stone

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)?

   N/A

---

**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?

   All of our relevant ELL personnel attend all district-provided trainings that we agree are beneficial. In addition, the principal meets with every staff member three teams per year to discuss their roles, responsibilities, needed supports and goals. Notes of these meetings are kept in a Google Document shared between the staff member and the principal.
   Our teaching staff meets three times each week - once for professional learning related to schoolwide goals and targeted instructional efforts, including how we address subgroups (This allows specific teachers to target the areas of their work where they receive feedback); once for departmental planning and data analysis; and once as a whole staff to share student academic, attendance and counseling data.
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.

None of our students are transitioning into high school, as all have attended at least one year of high school prior to their admission to Voyages. However, through our counseling and Advisory program, we provided scaffolded instruction and support in the following areas: classroom habits; self-advocacy with teachers and potential employers; and college and career planning.

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

### Parental Involvement

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

All families and students participate in both individual interviews and group orientations during their intake process. During the individual interviews and in subsequent guidance counselor meetings, staff discuss progress, academic data and possible supports or interventions.

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

All of our family meetings are conducted in English and Spanish; many of our families have concerns relating to college access, citizenship and ENL, and discussion focused on communicating with older students (our population) about prioritizing school and post-secondary options; we offer workshops in these areas where there is demand both through our PA and through our CBO partner.

### 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.

N/A
Part V: ELL Identification Attestation

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, Nicholas Bleiberg, 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.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
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.
## Part VI: LAP Assurances

**School Name:** Voyages Prep High School  
**School DBN:** 24Q744

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicholas Merchant-Bleiberg</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Katherine Martinez</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>N/A (CBO Partner)</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Francis Bolton</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jean-Pierre Camacho</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Sasha Agarwal / ELA</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Tanya-Paul Henry Mathematics</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Coach</td>
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<td>Coach</td>
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<tr>
<td>Yasmine Rojas</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Juan Mendez</td>
<td>Superintendent</td>
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<td></td>
<td>Field Support Center Staff Member</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

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>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
<td></td>
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</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.

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

2. List parents’ preferred languages for both written and oral communication. 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.
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.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English; Spanish; Bengali</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>Fliers (PA, College and Career; Conferences); Individual Student/Family Letters; Report Cards; Trip Permission Forms</td>
<td></td>
<td></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>Conferences as needed (throughout the year); PA Meetings; SLT Meetings; Family Conference Nights; Senior Meetings; Special Event Nights and Celebrations (ex. Honor Roll); and Attendance-based Home Visits.</td>
<td></td>
<td></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.
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.

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.)

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

Part 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?

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