



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME: VANGUARD HIGH SCHOOL**

**DBN : 02M449**

**PRINCIPAL: WILLIAM KLANN**

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**SUPERINTENDENT: GERALDINE TAYLOR-BROWN**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name                     | Position and Constituent Group Represented   | Signature |
|--------------------------|--|-----------|
| William Klann            | *Principal or Designee   |           |
| Carol Saft               | *UFT Chapter Leader or Designee  |           |
| Monique Massenburg       | *PA/PTA President or Designated Co-President   |           |
| Blanca Rosa              | DC 37 Representative, if applicable  |           |
| Jeremy Lopez, Star Brito | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |           |
| Kira Slocum              | CBO Representative, if applicable  |           |
| Erica Doyle              | Member/Administration  |           |
| Scott Livingstone        | Member/ Data Specialist  |           |
| Sorel Rodriguez          | Member/ Teacher  |           |
| Jo Ho-Rolle              | Member/ Teacher  |           |
| Rosa Bonilla             | Member/ Teacher  |           |
| Jennifer Onopa           | Member/ Teacher  |           |
| Nicole Maller            | Member/ Teacher  |           |
| Nadja Ratcliffe          | Member/Parent  |           |
| Marilyn Vargas           | Member/ Parent   |           |

|                  |                |  |
|------------------|----------------|--|
| Altagracia Jerez | Member/ Parent |  |
| Kim Famous       | Member/ Parent |  |
| Shirley Gonzalez | Member/ Parent |  |
| Nicole Rivera    | Member/ Parent |  |

## ANNUAL GOAL #1 AND ACTION PLAN

### Annual Goal #1

- Increase Credit Accumulation for Students in the Lowest Third**

Over the last two school years, Vanguard students who are in the Lowest Third have struggled with credit accumulation, especially in the second and third years. In 2011-2012, Vanguard High School will design and implement specific interventions to increase credit accumulation for second and third year students in both the Special Education and General Education populations.

Our objective is to increase annual credit accumulation during the 2011-2012 school year for all second and third year students in the Lowest Third by five percentage points compared to the data from 2010-2011.

### Comprehensive needs assessment

#### School Progress Reports

|  | <b>2007-2008</b><br>Vanguard's<br>Scores: (Peer<br>Horizon<br>Percentile) | <b>2008-2009</b><br>Vanguard's<br>Scores: (Peer<br>Horizon<br>Percentile) | <b>2009-2010</b><br>Vanguard's<br>Scores: (Peer<br>Horizon<br>Percentile) | <b>2010-2011</b><br>Vanguard's<br>Scores: (Peer<br>Horizon<br>Percentile) |
|--|---|---|---|---|
| <b>SCHOOL ENVIRONMENT</b>                    |   |   |   |   |
| Academic Expectations                        | 8.2 (96.4%)   | 7.9 (85.7%)   | 8.1 (95.5%)   | 7.9 (79.2%)   |
| Communication                                | 7.6 (100%)  | 7.4 (93.1%)   | 7.4 (96.0%)   | 7.4 (95.8%)   |
| Engagement                                   | 7.4 (90.3%)   | 7.2 (83.9%)   | 7.6 (100.0%)  | 7.6 (89.3%)   |
| Safety and Respect                           | 8.0 (93.8%)   | 7.8 (87.5%)   | 7.8 (88%)   | 7.7 (80.8%)   |
| Attendance                                   | 84.5% (63.5%)   | 85.2% (67.2%)   | 84.3% (48.2%)   | 84.7% (40%)   |
| <b>STUDENT PERFORMANCE</b>                   |   |   |   |   |
| 4-Year Graduation Rate                       | 44.6% (24.5%)   | 76.3% (87.2%)   | 57.4% (29.5%)   | 66.3%<br>(43.2%)  |
| 4-Year Weighted Diploma Rate                 | 98% (55.3%)   | 160% (122.6%)   | 133% (57.4%)  | 166.9%<br>(71.7%)   |
| 6-Year Graduation Rate                       | 71.4% (71.3%)   | 69.3% (67.2%)   | 58.4% (28.9%)   | 81.3%<br>(78.8%)  |
| 6-Year Weighted Diploma Rate                 | 89.3% (48.9%)   | 131.3% (96.4%)  | 130.5% (70.3%)  | 175%<br>(85.4%)   |
| <b>STUDENT PROGRESS</b>                      |   |   |   |   |
| % Students Earning 10+ Credits in First Year | 64.1% (50.1%)   | 79.1% (77.3%)   | 84.6% (73.8%)   | 80.4%<br>(63.7%)  |

|   |               |               |               |               |
|---|---------------|---------------|---------------|---------------|
| % Students in Lowest 1/3 Earning 10+ Credits in First Year  | 55.0% (58.3%) | 50% (51.6%)   | 73% (72.2%)   | 65.8% (64.2%) |
| % Students Earning 10+ Credits in Second Year               | 66.7% (59.6%) | 56.4% (37.9%) | 73.3% (61.6%) | 75% (61%)     |
| % Students in Lowest 1/3 Earning 10+ Credits in Second Year | 61.8% (73.2%) | 35.1% (31.3%) | 43.8% (36.7%) | 52.9% (48.8%) |
| % Students Earning 10+ Credits in Third Year                | 74.7% (74.1%) | 75.7% (76.1%) | 67.3% (45.6%) | 75.5% (67.3%) |
| % Students in Lowest 1/3 Earning 10+ Credits in Third Year  | 64.3% (73.9%) | 70.6% (83.0%) | 56.3% (54.3%) | 53.1% (51.9%) |
| Weighted Regents Pass Rate: English                         | 0.87 (51.2%)  | 0.64 (32.8%)  | 0.54 (4.4%)   | 1.01 (30.2%)  |
| Weighted Regents Pass Rate: Math                            | 0.60 (35.5%)  | 0.59 (34.9%)  | 1.12 (47.5%)  | 0.63 (4.4%)   |

**Analysis**

- The percentage of students in the Lowest Third earning 10+ credits is far below the general population.
- The percentage of students in the lowest third earning 10+ credits in the first year was 15% below the general population in 2010-2011.
- The percentage of students in the lowest third earning 10+ credits in the second and third years was 22% below the general population in 2010-2011.
- The percentage of students in the lowest third earning 10+ credits in the third year decreased by 15% between 2008-2009 and 2009-2010, and it decreased another 3% in 2010-2011.
- Our school has been identified as Improvement Year 1 through 2011-2012 School Differentiated Accountability Status; we missed AYP in several areas of the ELA two years in a row, and the students performing in the Lowest Third demonstrated more difficulty passing this test than the general population.

**Instructional strategies/activities**

- Academic and social/emotional support for second and third year students performing in the Lowest Third citywide will be provided by existing and new partnerships, including the YMCA, Radio Rookies, Big Brothers/Big Sisters, the Hunter College Liberty Partnership, tutoring programs implemented by student teachers from the Fordham College partnership and targeted credit recovery programs designed and implemented by the Vanguard teaching staff.
- Targeted support for second and third year special education students performing in the Lowest Third citywide will be increased throughout content areas. New services will also be developed to help teachers differentiate instruction, curriculum and assessment based on in-depth analysis of student IEPs by the entire staff.

**Strategies to increase parental involvement**

- See *Parent Involvement Policy (attached)*

**Strategies for attracting Highly Qualified Teachers (HQT)**

*Hiring and training experienced literacy teachers for Reading/Writing Workshop and The Wilson Literacy Program:*

According to results from both the New York State ELA assessment and Vanguard's self-administered Qualitative Reading Inventory (QRI), 89% of students entering Vanguard are reading below grade level. Considering the fact that there is a strong correlation between the literacy skills of students and their success in high school, Vanguard has made a continuing commitment to improving the reading and writing skills of its students. The RWW team initiated an inquiry project to investigate whether the Wilson Reading Program -- a nationally recognized multi-sensory language program for students who struggle with reading -- might improve the performance of this target population. Wilson teachers created small classes of 5-10 students and focused on the essential components of reading instruction (phonemic awareness, phonics, vocabulary, fluency and comprehension) to build students' enjoyment of school through positive peer interaction and literacy experiences and greater school success. Ongoing professional development is a primary feature of the weekly team meetings for our

literacy department.

*Hiring and training teachers to differentiate math curriculum and instruction for Lowest Third and Special Education:*

The vast majority of students enter Vanguard significantly below grade level in mathematics (for example, 23% of incoming students struggle with a conceptual understanding of multiplication and division and 53% struggle with a conceptual understanding of fractions). To better serve those students who struggle the most, Vanguard made a concerted effort to hire math teachers who were dual certified in math and special education. Two new hires have dual certification, and ongoing professional development regarding differentiation is a primary feature of the weekly math team meetings.

*Ongoing Professional Development*

Ongoing professional development regarding differentiation is provided for the entire staff on a regular basis during full staff meetings, vertical team meetings, horizontal meetings and grade team meetings. The Special Education Department also conducts regular professional development workshops on differentiation for the full staff.

**Service and program coordination**

- The Vanderbilt YMCA is currently working with students who are performing in the Lowest Third in grades 9, 11 and 12; their focus is academic tutoring, physical education and social/emotional support. They also run an extensive college orientation program as part of *Transition to Adulthood*. The programs receive federal and state grants for their work with our students.
- Radio Rookies, a media extension of Facing History/Facing Ourselves, is currently working with students who are performing in the Lowest Third; their focus is academic support, media production and activism within the students' communities.
- Big Brothers/Big Sisters is currently working with 10<sup>th</sup> grade students who have traditionally performed in the Lowest Third; they focus on academic as well as social/emotional support to improve student engagement.
- Hunter College Liberty Partnership offers tutoring programs implemented by Hunter students and staff, and they provide family services, social/emotional support, social work and counseling in our school on a daily basis. They focus on students who have traditionally performed in the Lowest Third.
- Student teachers from the Fordham College partnership conduct case studies on students who have traditionally performed in the Lowest Third, and they offer academic tutoring and academic support in content classrooms.
- Targeted credit recovery programs designed and implemented by the Vanguard teaching staff are implemented every semester; they target students who are performing in the Lowest Third and help them get back on a graduation track through intense academic support after school.

**Budget and resources alignment**

- Funds will be re-directed to Per Session to pay for extended day targeted credit recovery programs, after school tutoring programs and Professional Development regarding differentiation for special education students.
- We created a new partnership with Radio Rookies and re-directed the target population for the YMCA and Big Brothers/Big Sisters to include second and third year students who are performing in the Lowest Third citywide.
- Based on a clear need for more special education support, the hiring committee focused on hiring teachers who were dual certified in a content area and special education. We hired dual certified teachers in Humanities, Math and Science departments to help every content area team with differentiation across all of the grades. We also hired an extra special education teacher to enhance our ability to provide support for students in CTT classes and a new Resource Room for SETTS. As a result, Vanguard now has five teachers who are licensed in special education - compared to one teacher in 2010-2011.

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

- ***Increase Enrichment Opportunities for High Performing Students***

In 2011-2012, Vanguard High School will begin implementing several new enrichment initiatives designed to improve college readiness for high performing seniors. The new interventions include a wide range of paid internships, increased opportunities to enroll in college courses, participation in Ivy Key SAT preparation and the introduction of Naviance, a fully integrated web-based college readiness, application and tracking system that offers Individualized Learning Plans for every senior at Vanguard.

During the 2011-2012 school year, 20% of the seniors at Vanguard will participate in internships and/or college course work. 25% of the seniors at Vanguard High School will be trained to use Naviance to help design Individualized Learning Plans for the juniors in the spring term. By 2012-2013, 50% of future seniors will use Naviance to submit all of their college application materials.

### **Comprehensive needs assessment**

- While our College Preparatory Course Index and College Readiness Index were above the Peer and City Averages, our College Enrollment Rate was still 13% below the Peer Average and 15% below the City Average.
- The number of seniors who have completed most/all of their graduation PBAs has increased from 15% to 25%, but the number of accelerated/extension opportunities have not increased. New course offerings directly related to college readiness must be developed with new community and university partners to give access to college preparatory courses for the seniors who are performing in the Highest Third schoolwide.

### **Instructional strategies/activities**

- Naviance is being rolled out to a select group of high performing seniors in the fall by our Guidance Counselor. These students will turn-key the process to high performing juniors in the spring term.
- High performing seniors have been enrolled in a pre-internship course that will prepare them for unpaid and paid internships in the spring term. The course allows high performing seniors to build community contacts, write resumes, and develop personalized internship goals with Vanguard staff members and community organizers. Involvement in internship programs combined with training in workplace readiness and mentoring has been shown to increase college enrollment.
- College Now course offerings are being expanded for high performing seniors.
- Ivy Key SAT preparation was made available to high performing seniors this term. The courses will be offered at Vanguard High School and will be taught by Ivy Key and Vanguard staff members.

### **Strategies to increase parental involvement**

- *See Parent Involvement Policy (attached)*

**Strategies for attracting Highly Qualified Teachers (HQT)**

- The members of the College Committee will attend regular professional development by Naviance representatives to learn the intricate features of the system. They will also watch several webinars designed to make them adept at teaching the features to students.
- A College Preparatory class was designed for seniors, and it is currently being implemented by the Guidance Counselor and the Social Worker in order to “turn key” the information to seniors who are currently performing in the Highest Third. Both the Guidance Counselor and the Social Worker are receiving ongoing professional development from Naviance during the fall and will continue during the spring.
- An internship liaison has been established to help coordinate all of the spring internships that are being created in the pre-internship course.

**Service and program coordination**

- Local services being coordinated towards this goal are organizations that offer internship matching such as Futures and Options, the Pencil Fellows, John Jay College Now, the This Way Forward Program at the Door, and the National Association of Black Engineers, and local institutions and business such as Cornell-NY Presbyterian Hospital, the Metropolitan Museum of Art, and Leota.

**Budget and resources alignment**

- \$5995.00 was earmarked for the initial year of Naviance. After the initial set-up, the future commitment to this subscription will be approximately \$2500.00 per year.
- Per Session funds will be created to pay for Vanguard staff to co-teach with Ivy Key instructors on Wednesday and Friday after school and on selected Saturdays.
- In the spring, Per Session funds and Time Comp opportunities will be created to allow Vanguard staff members to get into the field with high performing seniors while they are at their internship sites.

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

- **Align Performance-Based Assessments to Common Core Standards**

At Vanguard, students must pass math, science, history, literature, and autobiography performance-based assessments (PBAs) in order to graduate. In accordance with the Chancellor's initiatives, we are in the process of aligning our rigorous performance-based assessments with the Common Core Standards. By June 2012, we will align our performance-based assessment tasks in math, science, history and literature to the Common Core Standards and clearly identify the new alignment in our Understating By Design templates as well as the NYC Consortium templates.

#### **Comprehensive needs assessment**

- The Common Core standards emphasize increased rigor and College Readiness. The poor performance of students in credit accumulation leads us to examine the academic goals that are being set for students. In addition, in order to increase college enrollment, we must ensure that students are sufficiently prepared for college.

#### **Instructional strategies/activities**

- A Common Core Standards alignment team was created last summer for initial work on alignment of CCS to our PBATs across content areas. The members of this team will be the point personnel as the work is rolled out to Vertical Teams this term. Teams will unwrap the CCS and apply them directly to instruction, curriculum and assessments using Understanding by Design (Wiggins). Teams will then update UBD templates to capture alignment, identify gaps in the curriculum maps and modify the curriculum for deeper alignment to the CCS.
- The administration and the CCS team will be working directly with the NYC Performance Based Consortium to create sustainable models for capturing CCS alignment for PBATs.

#### **Strategies to increase parental involvement**

- See *Parent Involvement Policy (attached)*

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Regular professional development is taking place in vertical teams. The CCS team is currently leading the Humanities, math and science teams in terms of unpacking the Common Core Standards, aligning our curriculum maps to the Common Core and sharing/analyzing student work that exemplifies a direct connection to the selected Common Core Standards for the 2011-2012 academic year.
- The members of the CCS team attend regular professional development conducted by our network, CFN 102. At the sessions, they are given the latest information regarding the Chancellor's initiatives surrounding the Common Core, sample performance tasks currently being developed in New York City, and direct instruction in unpacking the standards.

#### **Service and program coordination**

- Vanguard teachers are working with the CFN 102 Network, with schools within that network and within the Consortium to examine meaningful assessments that encompass the learning targets embodied in the Common Core Standards.

#### **Budget and resources alignment**

- Per Session funds will be created for the intense work by the CCS team.
- Vanguard teachers will be released (Time Comp) to attend high quality Professional Development workshops designed and implemented by our network, CFN 102, throughout the year.
- Vertical teams will be expected to align our other assessment tools - including Habits of Mind, the 6+1 Traits of Writing and ATLAS Thinking Routines - directly to CCS.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

|           | <b>ELA</b>                         | <b>Mathematics</b>                 | <b>Science</b>                     | <b>Social Studies</b>              | <b>At-risk Services: Guidance Counselor</b> | <b>At-risk Services: School Psychologist</b> | <b>At-risk Services: Social Worker</b> | <b>At-risk Health-related Services</b> |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
|           | <b># of Students Receiving AIS</b>          | <b># of Students Receiving AIS</b>           | <b># of Students Receiving AIS</b>     | <b># of Students Receiving AIS</b>     |
| <b>K</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>1</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>2</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>3</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>4</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>5</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>6</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>7</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>8</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>9</b>  | 100                                | 100                                | 30                                 | 30                                 | 130   | 10   | 60                                     | 70                                     |
| <b>10</b> | 90                                 | 60                                 | 50                                 | 30                                 | 110   | 8  | 40                                     | 70                                     |
| <b>11</b> | 50                                 | 50                                 | 30                                 | 30                                 | 50  | 7  | 30                                     | 50                                     |
| <b>12</b> | 50                                 | 30                                 | 30                                 | 30                                 | 50  | 3  | 20                                     | 50                                     |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description   |
|--|---|
| <p><b>ELA</b></p>                            | <p><u>9<sup>th</sup> graders</u>—All students receive an initial DY0 assessment for reading comprehension and writing when they arrive. These assessments provide the information necessary to develop a plan for each student and assessments are periodically given during the school year in order to assess progress.</p> <p>All 9<sup>th</sup> participate in a literacy based Reading and Writing Workshop class for four extended blocks per week.</p> <p>10<sup>th</sup> grade students with second through sixth grade reading levels receive Wilson Instructional support during Reading and Writing Literacy class.</p> <p>10<sup>th</sup> grade—Students take the Reading and Writing Workshop Class through the 10<sup>th</sup> grade. The goal is to have students reach a grade of 75 or more on the ELA Regents Exam.</p> <p>Grades 9-12</p> <p>Our school is based on the Habits of Mind, and as such, we use a particular thinking routine, Connect/Extend/Challenge, to show how students synthesize group discussions, question and make connections in the process of analyzing a particular piece of literature or a literary period. These thinking routines are part of our work with Atlas Communities to create more intellectually rigorous curricula and to make students thinking “visible”. Teachers use continua based on the Dreyfus model proficiency to evaluate students’ development in terms of development of critical thinking skills and Habits of Mind.</p> <p>-The Humanities Team uses the Six Plus One Traits of Writing and the New York State and New York City standards for English Language Arts to create the criteria for proficiency in response to literature/literary analysis for each grade, scaffolding from the 8<sup>th</sup> grade benchmarks to the 12<sup>th</sup> grade/commencement benchmarks.</p> |

|                           |   |
|---------------------------|---|
|                           | <p>- Student literary analyses are periodically assess using the rubrics, and then teachers share this information with students during in-class conferences, at meetings and through progress reports with parents, and with other teacher team members in feedback session about the process.</p> <p>—Humanities (Integration of English and History) and Reading and Writing tutoring is provided for each grade level before and after school and at lunch in order to coach students with assignments, exhibitions and portfolios.</p> <p>Extended day classes are taught after school during both the first and second semester in order to aid students who have failed so that they can recover credit.</p> <p>A summer institute assists students who are close to passing to complete assignments and attain a passing grade.</p>   |
| <p><b>Mathematics</b></p> | <p>9<sup>TH</sup> graders—All students receive an initial DYO assessment for mathematical concepts when they arrive. These assessments provide the information necessary to develop a plan for each student and assessments are periodically given during the school year in order to assess progress.</p> <p>Because our school focuses on six habits of Mind, we have aligned tem with the appropriate NCTM Process Strands. Students aim to move toward the “expert” level of each Habit of Mind and corresponding Process Strand.</p> <ol style="list-style-type: none"> <li>1. Making Connections (Connections)</li> <li>2. Using Evidence (Reasoning and Proof; Representation)</li> <li>3. Considering Viewpoints (Communication)</li> <li>4. Being Metacognitive</li> <li>5. Asking Significance (Problem Solving)</li> <li>6. Asking “What if” /Conjecture (Reasoning and Proof)</li> </ol> <p>Students are evaluated on their progress within each of the six Habits of Mind listed above using the Dreyfus Model of Skill Acquisition that ranges from Novice, Advanced Beginner, Competent, Proficient and Expert. Students’ Graduation Portfolio Oral Defense focuses on evaluating student growth in each of the above listed Habits of Mind. The math team is also beginning to study and incorporate the Common Core Standards in Mathematics, which are quite similar to the NCTM standards already in use.</p> <p>Extended day classes are taught after school during both the first and second semester in order to aid students who have failed so that they can recover credit. A summer institute assists students who are close to passing to complete assignments and attain a passing grade.</p> |

|  |  |
|--|--|
|  | <p>After school tutoring is available three days a week throughout the year.</p> <p>The Math Team now uses the College Preparatory Math Curriculum (CPM). The Curriculum is centered around the attainment of proficiencies. This has enabled students to have ownership of their learning and to know where they stand regarding the skills needed and how to attain them.</p> <p>Since 2007-2008, our students have had the opportunity to take an Advanced Placement Calculus Course.</p>   |
| <b>Science</b>   | <p>9<sup>TH</sup> graders take a semester long inquiry-based robotics course. This provides an active learning environment.</p> <p>10<sup>th</sup> Grade Science life science students are coached to present in a roundtable format at mid year.</p> <p>11<sup>th</sup> and 12<sup>th</sup> graders take semester long courses focusing on chemistry, physics, bio psychology, and epidemiology.</p> <p>Small group and individual tutoring for all grade levels is provided both during lunch and after school.</p> <p>Extended day/Credit Recovery classes are taught after school during both the first and second semester in order to aid students who have failed so that they can recover credit. A summer institute assists students who are close to passing to complete assignments and attain a passing grade.</p> |
| <b>Social Studies</b>                                      | <p>Grades 9-12—Humanities (Integration of English and Social Studies) and Reading and Writing tutoring is provided for each for each grade level before and after school in order to coach students with assignments, exhibitions and portfolios.</p> <p>Extended day/Credit Recovery classes are taught after school during both the first and second semester in order to aid students who have failed so that they can recover credit.</p> <p>A summer institute assists students who are close to passing to complete assignments and attain a passing grade.</p>  |
| <b>At-risk Services provided by the Guidance Counselor</b> | <p>Advisory is a crucial component of Vanguard’s student support network. The Advisor is the advocate for their advisees and is the first line of support for students. Each teacher serves as an advisor for a group of 20 students. (Often two staff are co-advisors, in which case they serve 25.) Advisors are the “experts” on their advisees and as such in partnership with the student and their</p>   |

|  |   |
|--|---|
|  | <p>family they coordinate the supports necessary for student success. Additionally this school year advisors are partnering with the Girls and Boys Projects to meet the developmental and social-emotional needs of our students.</p>  |
| <p><b>At-risk Services provided by the School Psychologist</b></p> | <p>JREC school psychologist spends most of his time on educational evaluations and doing 3 year updates on students with IEPs.</p> <p>We are fortunate to have a full time psychologist on the staff of the Mt. Sinai Adolescent Health Clinic located in our building. Students are referred to her by Vanguard’s social worker and social work interns.</p> <p>For ongoing care through the summer, students and their families are referred to the Mt Sinai Adolescent Health Clinic’s main office.</p>  |
| <p><b>At-risk Services provided by the Social Worker</b></p>       | <p>We have a full time social worker. Additionally, through the Liberty Partnership Program we have an additional full-time social worker and three full time social work interns. Students are referred through Advisors for ongoing individual counseling. Additionally, they run support groups and plan activities for Advisory Circle Discussions.</p> <p>The Social Work Interns are supervised by the Liberty Partnership of Hunter College.</p> <p>When they deem necessary, they will make a referral to The Mt Sinai Adolescent Health Clinic or another social service provider.</p> |
| <p><b>At-risk Health-related Services</b></p>                      | <p>We are fortunate to have a branch the Mt. Sinai Adolescent Health Clinic located in our building. The physician’s assistant and her staff provide individual support to our students by seeing them at appointment times, by being available for emergencies and by running workshops for students and staff on areas of physical and mental health.</p>   |

## **Title I Parent Involvement Policy and Parent-School Compact for VANGUARD HIGH SCHOOL**

### **Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore VANGUARD HIGH SCHOOL, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. VANGUARD HIGH 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 Advisory Council, as trained volunteers and welcomed members of our school community. VANGUARD HIGH SCHOOL will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. 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;

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- 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.

VANGUARD HIGH SCHOOL will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- We believe in the power of a system which incorporates the parent/student and advisor. This system maximizes the potential for student success.
  - In September all parents are invited to attend a Curriculum Night. At this session class expectations are explained and questions are addressed.
  - Parents are required to attend at least (2) Family Conference Meetings with their child's advisor.
  - Parents are invited and expected to attend monthly Parent Association Meetings and participate in school events and also develop an action plan to better parent involvement at the school. If unable to attend monthly they should be able to attend at least half of the meetings given throughout the calendar school year.
  - Parents are invited and strongly encouraged to become and actively participate in the School's Leadership Team meetings held once a month at the school.
  - Parents are invited to donate time to fundraise money for Parents Association.

## **Section II: School-Parent Compact**

VANGUARD HIGH SCHOOL, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families.

VANGUARD HIGH SCHOOL staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State and Common Core Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- Students will be taught in small classes by certified, caring teachers
- Teachers will receive continued professional development on use of habits of mind, Performance Based Assessment, Questioning Techniques
- Time is made available for grade team planning as well as vertical team planning to ensure that teachers are able support each other in planning curriculum
- Extended Day Classes and tutoring are offered after school to support student success.
- An Advisory system is in place at Vanguard. A student sees his/her advisor each day. Advisors are considered the "expert" on their students and connect with teachers and parents

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 a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits 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; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- Family Conferences which include participation by parent/guardians, advisor and students are held four times per year. At this time there is a discussion of a student's progress, plans are formulated for the future and a supportive plan is developed if needed.
- Vanguard has an Edline System which allows students and parents to be continually aware of a student's progress. Teachers continually update student progress on the Edline System. Students and parents have their personal access accounts which permits them to view progress in each class in which the student is enrolled. Students and parents have separate accounts.

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);
- Vanguard teachers and administration are available to parents at any time parents wish to come. Parents are welcome to speak with teachers re. the progress of their child.

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; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs
- Vanguard parents have a unique opportunity to be participants in the Performance-based activities of their child. Students begin to present and defend their knowledge in the 9<sup>th</sup> grade. The culminating events are formal committee presentations in Math, History, English and Science. Parents are important members of the committee presentations. Additionally, parents are most welcome to observe classes and volunteer their time. Some have done so as tutors and as leaders and participants of “parenting workshops”.

**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. I will also:
  - 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
  - share responsibility for the improved academic achievement of my child;
- monitor attendance and lateness
- check Edline updates and connect with teachers/administration through email, phone or in person, if necessary
- attend family conferences with my child
- continue to monitor Vanguard’s website
- read the monthly newsletter and call the school if there are any questions

- attend parent workshops and give ideas for future offerings
- Be an active participant in my child's Performance Based Activities

**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; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by William Klann on \_\_\_\_\_.

This Parent Involvement Policy was updated on \_\_\_\_\_.

The final version of this document will be distributed to the school community on \_\_\_\_\_ and will be available on file in the Principal's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN: 02M449**

**School Name: Vanguard High School**

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  **Improvement Year 1**     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     **Comprehensive**

**Intervention:**     **School Quality Review (SQR)**     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
  - Vanguard High School has been identified as *Improvement Year 1* for the 2011-2012 academic year according to our *School Differentiated Accountability Status*. We missed AYP in the ELA for the *Economically Disadvantaged* subgroup, the *Hispanic or Latino* subgroup and the overall category *All Students* in 2009-2010 and 2010-2011.
  - We triangulated several types of data to identify patterns and trends over the past two years, and we have found that Vanguard students who have traditionally performed in the Lowest Third struggle with passing the ELA in their junior and senior years.
  
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
  - After school ELA preparation courses and literacy immersion extension activities are being developed by the Humanities and Reading Writing Workshop teams.
  - Representatives from every academic team have formed a Common Core Standards inquiry team, and they are conducting regular professional development with grade and vertical teams to help align our curriculum to the Common Core Standards in literacy.
  - Literacy support for students performing in the Lowest Third citywide is being provided by existing and new partnerships, including the YMCA, Radio Rookies, Big Brothers/Big Sisters, the Hunter College Liberty Partnership and tutoring programs implemented by student teachers from the Fordham College partnership.
  - Targeted support for special education students performing in the Lowest Third citywide have increased throughout content areas. Regular professional development is being provided for the entire staff by the special education team; in terms of literacy, they are focusing on helping teachers differentiate instructional strategies, curriculum/text complexity and performance-based assessment tasks for special education students who have difficulty with reading/writing. We hired one additional special education teacher and three teachers who are dual certified in a content area and special education to improve our ability to make adaptations and modifications for the special education students who are performing in the Lowest Third.

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## Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

At least 10% of out Title 1 funds will be used for the following professional development:

- Regular full staff professional development workshops regarding differentiation of instruction, curriculum and assessment for general education students and special education students who are in the Lowest Third.
  - Regular professional development for grade teams and vertical teams regarding the literacy inquiry work by the Common Core Standards team.
  - Regular professional development for academic departments regarding literacy adaptations and modifications for special education students who are performing in the Lowest Third.
  - Professional development regarding literacy strategies for teachers and tutors who work with Title 1 students in the Lowest Third in ELA after school programs.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The vast majority of students enter Vanguard significantly below grade level in literacy. The six new staff members who work with our students are paired with experienced mentors in their departments. The mentoring sessions include support directly related to:

- differentiating of instruction, curriculum and assessment for general education students and special education students who are in the Lowest Third in terms of ELA.
  - implementing ATLAS Thinking Routines into instruction in order to make thinking visible and help creative unified formative assessments to reveal students' understanding of reading/writing tasks.
  - creating adaptations and modifications for special education students who are performing in the Lowest Third, especially regarding text complexity.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

We plan to send official letters on school letterhead to all parents by the January 31<sup>st</sup> deadline. They will include:

- a clear explanation of our identification status and the areas of identification.
- a complete list of school improvement activities that will be implemented to address the areas of concern.
- contact information for the leaders of the Parent Association.
- a notice regarding the Title 1 parent meeting (date, time, location).
- the school contact information (phone numbers, e-mail addresses of Assistant Principal and Principal).

*\*The letter will also be translated into Spanish and Mandarin/Cantonese*

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

|  |                    |                          |                          |
|--|--------------------|--------------------------|--------------------------|
| Cluster Leader/Network Leader <b>CFN 102</b><br><b>A. Sheehan/C. Anselmi</b> | District <b>02</b> | Borough <b>Manhattan</b> | School Number <b>449</b> |
| School Name <b>Vanguard High School</b>                                      |                    |                          |                          |

### B. Language Allocation Policy Team Composition [?](#)

|   |  |
|---|--|
| Principal <b>William Klann</b>                        | Assistant Principal <b>Erica Doyle</b>   |
| Coach <b>Erica Doyle</b>                              | Coach                                    |
| ESL Teacher <b>Jennifer Cruz</b>                      | Guidance Counselor <b>Leylah Bighach</b> |
| Teacher/Subject Area <b>Nancy Gonzalez/Humanities</b> | Parent <b>Marilyn Vargas</b>             |
| Teacher/Subject Area <b>Dorota Caetano/Math</b>       | Parent Coordinator                       |
| Related Service Provider <b>Jo-Ann Grande</b>         | Other                                    |
| Network Leader <b>Alison Sheehan/Joseph Cassidy</b>   | Other                                    |

### C. Teacher Qualifications [?](#)

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

|  |          |  |          |  |          |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers   | <b>2</b> | Number of certified bilingual teachers   | <b>0</b> | Number of certified NLA/foreign language teachers              | <b>0</b> |
| Number of content area teachers with bilingual extensions                    | <b>0</b> | Number of special education teachers with bilingual extensions   | <b>0</b> | Number of teachers of ELLs without ESL/bilingual certification | <b>6</b> |
| Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> |  |          |

### D. School Demographics

|                                    |            |                      |           |   |              |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | <b>445</b> | Total Number of ELLs | <b>27</b> | ELLs as share of total student population (%) | <b>6.07%</b> |
|------------------------------------|------------|----------------------|-----------|---|--------------|

## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

#### ELL Identification Process

All parents in the school system complete a Home Language Identification Survey (HLIS). This survey helps identify students who may have limited English language proficiency due to the primary language spoken in the home. Students are also given an informal interview, with the ESL teacher, in which the student is asked various questions pertaining to previous education, countries of origin, interests/hobbies and goals/aspirations. Once potential ELLs are identified, if they are new to the NYC Public School system, they are administered the revised Language Assessment Battery (LAB-R) test within ten days of enrollment; administration of the LAB-R is done by the ESL teacher, Jennifer Cruz. We use LAB-R results to determine which students are entitled to ESL program and services and to inform instructional programs. If a student has already been enrolled in a NYC Public School, the data specialist and ESL teacher use ARIS and ATS to determine ESL services required for the students. Using these data collections, we analyze the students' NYSESLAT scores and city/state assessments to determine the students' progress annually.

The HLIS is the first step in parental involvement; it is sent to the child's home in both English and the student's first language. The only ESL instructional program offered at our school is the freestanding ESL immersion program which creates an inclusive environment with extra ELL support given by the ESL teacher. During school orientation and our summer bridge program, parents are educated about our freestanding ESL immersion program—aims and processes, instructional approaches and practices, and available language support. A translated overview is also provided to non-Native English speakers. With this information, parents are better equipped to make informed choices for their children. Before the start of the academic year, entitlement letters, Parent Survey and Selection Forms are sent to parents in both English and the language identified in the HLIS. Once these are returned, students are scheduled for the appropriate ESL support classes. If forms are not returned, administrative personnel contact the homes to speak to the parents and to give a friendly reminder to complete the forms. Only 5 of our ESL students' parent did not choose to participate in our ELL program.

We regularly solicit ideas from parents about how best to communicate with and reach their children and we invite parents to attend workshops related to language, translation, and other ESL-related services. Parent feedback is used by ESL teachers to customize instruction. Parents are provided with notices during the year regarding ESL program developments and timelines. We are currently working on creating sheltered ESL classes to help further support ELLs as per suggestions and feedback from parents. Because Vanguard only offers ESL students freestanding ESL immersion services, it is not relevant to discuss trends in program selection.

## Part III: ELL Demographics

### A. ELL Programs

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

K  1  2  3  4  5  
Page  26  7  8  9  10  11  12

**This school offers (check all that apply):**

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

| ELL Program Breakdown  |   |   |   |   |   |   |   |   |   |    |    |    |    |         |
|--|---|---|---|---|---|---|---|---|---|----|----|----|----|---------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 | Total # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   |   |   | 0  | 0  | 0  | 0  | 0       |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   |   |   |   | 0  | 0  | 0  | 0  | 0       |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |         |
| <b>Self-Contained</b>  |   |   |   |   |   |   |   |   |   | 0  | 0  | 0  | 0  | 0       |
| <b>Push-In</b>   |   |   |   |   |   |   |   |   |   | 10 | 7  | 7  | 3  | 27      |
| <b>Total</b>   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 7  | 7  | 3  | 27      |

**B. ELL Years of Service and Programs**

| Number of ELLs by Subgroups |    |  |    |                               |    |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs                    | 27 | Newcomers (ELLs receiving service 0-3 years) | 0  | Special Education             | 4  |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 11 | Long-Term (completed 6 years) | 14 |

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

|               | ELLs by Subgroups |          |                   |                  |          |                   |                                    |          |                   | Total     |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
|               | ELLs (0-3 years)  |          |                   | ELLs (4-6 years) |          |                   | Long-Term ELLs (completed 6 years) |          |                   |           |
|               | All               | SIFE     | Special Education | All              | SIFE     | Special Education | All                                | SIFE     | Special Education |           |
| TBE           | 0                 | 0        | 0                 | 0                | 0        | 0                 | 0                                  | 0        | 0                 | 0         |
| Dual Language | 0                 | 0        | 0                 | 0                | 0        | 0                 | 0                                  | 0        | 0                 | 0         |
| ESL           | 3                 | 0        | 0                 | 11               | 0        | 1                 | 14                                 | 0        | 3                 | 28        |
| <b>Total</b>  | <b>3</b>          | <b>0</b> | <b>0</b>          | <b>11</b>        | <b>0</b> | <b>1</b>          | <b>14</b>                          | <b>0</b> | <b>3</b>          | <b>28</b> |

Number of ELLs in a TBE program who are in alternate placement:

**C. Home Language Breakdown and ELL Programs**

| Transitional Bilingual Education               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|  |   |   |   |   |   |   |   |   |   |   |    |    |    |       |

**Transitional Bilingual Education**

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

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

**Dual Language (ELLs/EPs)**

**K-8**

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

|              | K        |          | 1        |          | 2        |          | 3        |          | 4        |          | 5        |          | 6        |          | 7        |          | 8        |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | EL<br>L  | EP       |
| Spanish      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**Dual Language (ELLs/EPs)**

**9-12**

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

|              | 9        |          | 10       |          | 11       |          | 12       |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | ELL      | EP       |
| Spanish      |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese      |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian      |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean       |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian      |          |          |          |          |          |          |          |          | 0        | 0        |
| French       |          |          |          |          |          |          |          |          | 0        | 0        |
| Other        |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9         | 10       | 11       | 12       | TOTAL     |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|-----------|
| Spanish      |          |          |          |          |          |          |          |          |          | 8         | 2        | 6        | 2        | 18        |
| Chinese      |          |          |          |          |          |          |          |          |          | 2         | 4        |          | 1        | 7         |
| Russian      |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| Bengali      |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| Urdu         |          |          |          |          |          |          |          |          |          |           | 1        | 1        |          | 2         |
| Arabic       |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| Haitian      |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| French       |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| Korean       |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| Punjabi      |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| Polish       |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| Albanian     |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| Other        |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| <b>TOTAL</b> | <b>0</b> | <b>10</b> | <b>7</b> | <b>7</b> | <b>3</b> | <b>27</b> |

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).

## A. Programming and Scheduling Information

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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

### Programming and Scheduling Information

Vanguard employs a freestanding immersion ESL program for students in grades 9-12—ESL students receive all instruction in English with Native Language support. All classes are completely heterogeneous (mixed ELL proficiency levels, general education students and students with IEPs, etc.) and follow block scheduling (class periods of 80 minutes). These students travel together for the major academic subjects (Humanities, Math and Science). We believe that all students benefit from the diversity represented by each classroom. By regularly assessing students and regularly taking part in training, teachers meet each student’s individual needs through the modification and differentiation of instruction materials and practices.

As per NYS law and Commissioner’s Regulations (CR) Part 154, ELLs at our school receive 180 minutes per week of instruction per “unit” in classrooms with ESL-licenses/bilingual teachers. Beginners receive 3 units which is 540 minutes/week, approximately 7b instructional blocks. Intermediate students receive 2 units which are 360 minutes/week, approximately 4 instructional blocks, and advanced students receive 1 unit, which is 180 minutes/week, approximately 2 instructional blocks. Because students attend 4 instructional blocks per course each week, beginner and intermediate students are programmed into two classes with ESL/bilingual teachers and advanced students are programmed into one.

Vanguard makes a concerted effort to differentiate the instructional programs and methods of instruction for ELL students. Generally, teachers use a combination of the following differentiation strategies: provide ELL students with visuals and illustrations for new terms and concepts, adapt difficult passages from texts and readings, use graphic organizers and outline maps for students to practice structuring details, offer a variety of reference materials that meet students’ instructional levels, enhance materials by underlining and bolding key ideas and vocabulary, provide timelines to organize information, and write instructions and problems using shorts and less complex sentences. To challenge former ELL students, teachers ask numerous questions that require higher level thinking processes and responses. Former ELLs are also used as mentors for newcomer ELLs as we sometimes pair them purposefully in classrooms.

Additional differentiation strategies are often used to assist long-term ELLs and ELLs with special needs. Teachers regularly teach these students vocabulary in advance of coming lessons, provide them with high-interest/low-level books (such as comic books) that portray important events using simplified language, prepare visuals with bubbles/spaces provided as prompts for students to complete, limits the number of problems that must be completed, and help them to verbalize an answer or statement they know but are having problems communicating in English. SIFE students receive many of the above modifications as well. In addition, a focused effort is made to provide SIFE students with intensively literacy development (including Wilson classes where appropriate), collaborative team teaching, and study skill support, extend-day and individualized tutoring opportunities after school.

All ELLs are provided a series of targeting intervention programs in each respective discipline. The Wilson literacy program is offered by the Reading & Writing department to students who read and write far below grade level, the Foundations program is offered by the math department to students with math skills far below grade level. All departments offer tutoring, extended day classes, and credit recovery day

## A. Programming and Scheduling Information

classes. ELLs who reach NYSESLAT proficiency are provided with transitional support. ESL/bilingual teachers, who serve as mentors, periodically check in with proficient ELL students over time to ensure that they are sustaining success with fewer traditional supports. At Vanguard, a number of students (especially those with high needs) take more than four years to graduate. ELLs who require more than four years to graduate are offered additional support with preparing for performance-based assessments (passage of a PBA in Humanities, Science, Math and Autobiography is necessary for graduation). Therefore, ELL students who require additional semesters are provided with one-on-one support in preparation for these major assessments. This preparation predominantly focuses on developing comprehension, organization, and communication skills, while also providing autonomy and choice in the projects.

For the core curriculum, the ESL teacher modifies lesson plans and assessments, as well as does push-in teaching for the humanities and math departments. The modifications make the lesson plans and materials more language focused for the ELLs, but ensures that content remains accessible. Beyond the core curriculum, Vanguard offers ELLs language-related elective classes, including: foreign language, EYE Wilson (infusing digital photography and literacy), and a number of Humanities-related interdisciplinary courses that are rich in reading and writing. ELL students also have extracurricular opportunities to take part in tutoring, extended-day, Liberty Partnership Programs, YMCA Programs and College Now courses.

While Vanguard is exempt from most Regents examinations, as a school rooted in performance-based assessment, we do administer the ELA Regents. ELLs generally take part in the same examination prep regimen as Native Speakers: standards-based instruction, incorporation of regents-level questions in daily lessons, and several weeks of test practice prior to the examination. In addition, ELLs are provided with additional tutoring opportunities from ESL/bilingual teachers.

For SIFE and Newcomer students, a special program that includes all ESL supported classes also contains a Reading Writing Workshop class that follows the Wilson curriculum for teaching reading and writing. Those enrolled in the Wilson's program follow a block schedule through their 9<sup>th</sup> and 10<sup>th</sup> grade years. ELA Exam preparation programs are offered during advisory, lunch and after school for added support for these students preparing to take these assessments after 1 year of English instruction as per NCLB.

ELL-SWDs also receive support from Vanguard's Integrated Support Services (ISS) team. In addition to push-in support from the ESL teacher, the students also receive support from special education teachers who push-in to classrooms as well. The modifications made for these students are similar to the differentiations made for ELLs mentioned above. Their materials are printed in larger font, they are enhanced with focus point highlighted or bolded and they are very visual.

### Courses Taught in Languages Other than English

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

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

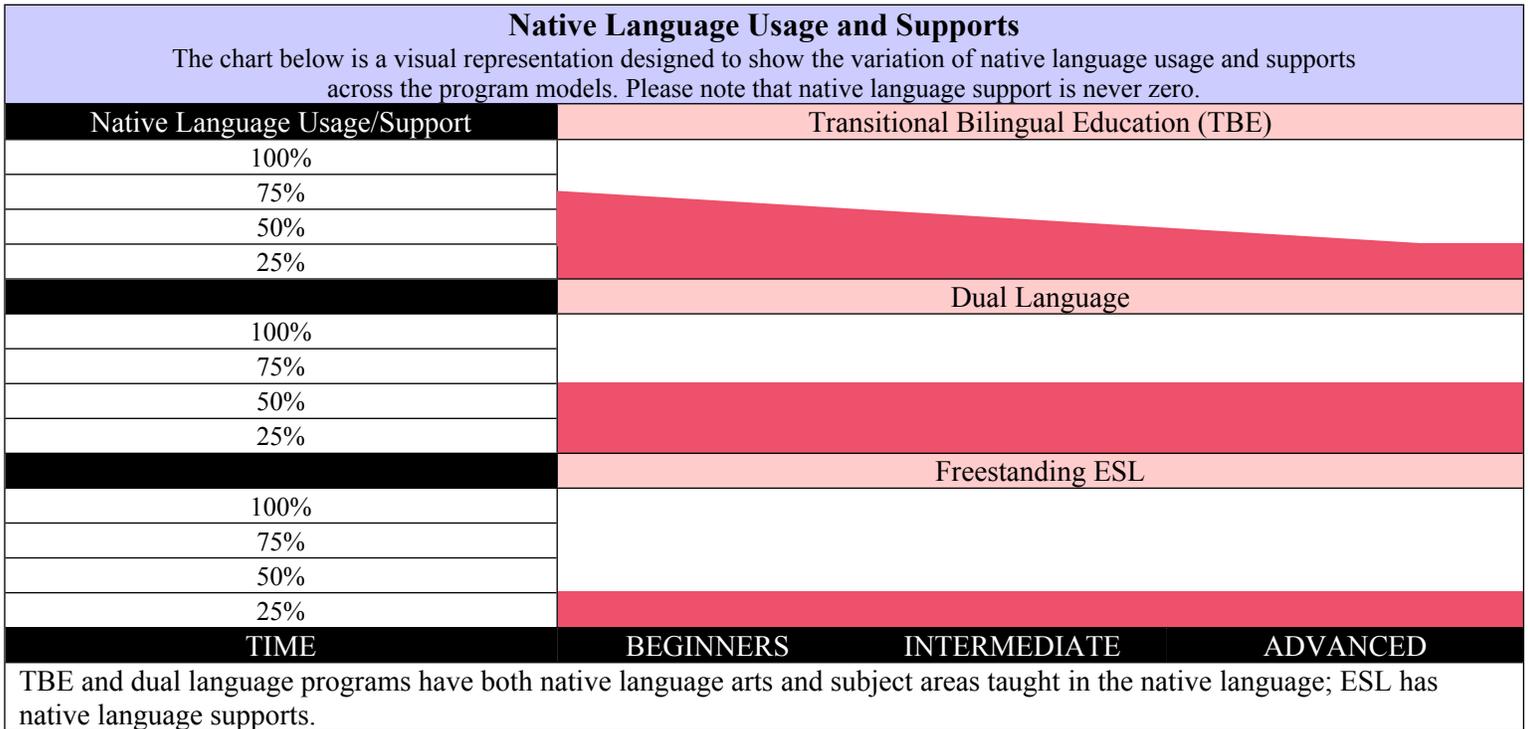
| Class/Content Area   | Language(s) of Instruction |  | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts |                            |  |                    |                            |
| Social Studies:      |                            |  |                    |                            |
| Math:                |                            |  |                    |                            |
| Science:             |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |

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| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 |                       |                       |                      |
|--|-----------------------|-----------------------|----------------------|
|  | Beginning             | Intermediate          | Advanced             |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154        | 360 minutes per week  | 360 minutes per week  | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154        |                       |                       | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts                     | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day   |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 |                      |                      |                      |
|---|----------------------|----------------------|----------------------|
|   | Beginning            | Intermediate         | Advanced             |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154         | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154         |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts                      | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |



### B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

In addition to adaptive instructional programs and delivery for ELLs, we ensure that they are provided appropriate and supportive instructional materials and technology. Students use various language-oriented websites (i.e. [mylanguageexchange.com](http://mylanguageexchange.com)) to practice their communication in English. Teachers offer ELLs high-interest reading materials at different levels, manipulatives and assignments which require basic use of computer programs which facilitate skill-building in word processing and organization.

As mentioned earlier, our school uses a singular approach to ELL program development—freestanding immersion. Native language support, where applicable, is provided through purposeful placement of ELLs in classes of ESL/bilingual teachers who regularly use native language as a starting point for English language development and as a means for clarification. ELLs also have opportunities to receive native language support through one-on-one afterschool tutoring. ELLs also have equal access to all programs/services provided to their native speaking counterparts (a summary of these programs is given in the previous section).

As ELLs transition from middle school to high school level, we offer them support through our Summer Bridge Program. During our three day bridge program, in addition to building relationships and acclimating students, we assess incoming students' literacy skills so that we provide them with appropriate supports and place them in classes accordingly. Where applicable, ELLs receive bilingual liaisons during the bridge program or soon after (usually their advisors).

All ELL students take part in our after school enrichment program. The goal is to accelerate English language development and improve achievement in content areas. The program seeks to serve a target population of 30 LEP students spanning grades 9 through 12. Title III funding will be used to support after school enrichment classes in Math and Humanities (English Literature and History combined). Our choice to focus after school services for LEP students on Math and Humanities is based upon a review of recent data. According to the Accountability and Overview component of our school's New York State Report Card, 9% of LEP students scored a 3 or 4 on secondary-level English (compared to 71% of English proficient counterparts) and 27% of LEP students scored a 3 or 4 on secondary level Mathematics (compared to 59% of English proficient counterparts).

Each class meets once per week and sessions are an hour long (3:15 pm to 4:15 pm). After school enrichment classes begin each year in October and run through June. Students who are members of our target population are informed of their participation eligibility through a letter sent home at the beginning of the school year. Supervised by Principal William Klann, instructional services are provided by a team of two ESL certified teachers (1 Math, 1 Humanities) working collaboratively with 5 additional content teachers (3 Humanities, 2 Math). English is the language of instruction delivery for both our Mathematics and Humanities enrichment classes. Both Math and Humanities after school enrichment classes use what students are currently learning in their primary classes as a starting point for instruction. Enrichment is provided in areas where students, both individually and together, demonstrate particular challenges. Instruction also included foci on the four skills needed to increase English proficiency. Native language support is given where appropriate and for this reason, scheduling for ELLs is done strategically to ensure these students have teachers who are proficient in the students' native language. The Foreign Language option at our school is Spanish with a bilingual certified teacher. This class is differentiated for the native Spanish speakers and is turned into a Spanish Literature class that fulfills the same language elective requirement.

At this point, there are no programs/services for ELLs that will be discontinued.

Across both Mathematics and Humanities instruction, teachers employ a set of interventions that are based on best practices that have been shown to improve comprehension, English language development and achievement, which include having students:

- Use reading and learning logs to improve metacognition

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

In addition to adaptive instructional programs and delivery for ELLs, we ensure that they are provided appropriate and supportive instructional materials and technology. Students use various language-oriented websites (i.e. [mylanguageexchange.com](http://mylanguageexchange.com)) to practice their communication in English. Teachers offer ELLs high-interest reading materials at different levels, manipulatives and assignments which require basic use of computer programs which facilitate skill-building in word processing and organization.

As mentioned earlier, our school uses a singular approach to ELL program development—freestanding immersion. Native language support, where applicable, is provided through purposeful placement of ELLs in classes of ESL/bilingual teachers who regularly use native language as a starting point for English language development and as a means for clarification. ELLs also have opportunities to receive native language support through one-on-one afterschool tutoring. ELLs also have equal access to all programs/services provided to their native speaking counterparts (a summary of these programs is given in the previous section).

As ELLs transition from middle school to high school level, we offer them support through our Summer Bridge Program. During our three day bridge program, in addition to building relationships and acclimating students, we assess incoming students' literacy skills so that we provide them with appropriate supports and place them in classes accordingly. Where applicable, ELLs receive bilingual liaisons during the bridge program or soon after (usually their advisors).

All ELL students take part in our after school enrichment program. The goal is to accelerate English language development and improve achievement in content areas. The program seeks to serve a target population of 30 LEP students spanning grades 9 through 12. Title III funding will be used to support after school enrichment classes in Math and Humanities (English Literature and History combined). Our choice to focus after school services for LEP students on Math and Humanities is based upon a review of recent data. According to the Accountability and Overview component of our school's New York State Report Card, 9% of LEP students scored a 3 or 4 on secondary-level English (compared to 71% of English proficient counterparts) and 27% of LEP students scored a 3 or 4 on secondary level Mathematics (compared to 59% of English proficient counterparts).

Each class meets once per week and sessions are an hour long (3:15 pm to 4:15 pm). After school enrichment classes begin each year in October and run through June. Students who are members of our target population are informed of their participation eligibility through a letter sent home at the beginning of the school year. Supervised by Principal William Klann, instructional services are provided by a team of two ESL certified teachers (1 Math, 1 Humanities) working collaboratively with 5 additional content teachers (3 Humanities, 2 Math). English is the language of instruction delivery for both our Mathematics and Humanities enrichment classes. Both Math and Humanities after school enrichment classes use what students are currently learning in their primary classes as a starting point for instruction. Enrichment is provided in areas where students, both individually and together, demonstrate particular challenges. Instruction also included foci on the four skills needed to increase English proficiency. Native language support is given where appropriate and for this reason, scheduling for ELLs is done strategically to ensure these students have teachers who are proficient in the students' native language. The Foreign Language option at our school is Spanish with a bilingual certified teacher. This class is differentiated for the native Spanish speakers and is turned into a Spanish Literature class that fulfills the same language elective requirement.

At this point, there are no programs/services for ELLs that will be discontinued.

Across both Mathematics and Humanities instruction, teachers employ a set of interventions that are based on best practices that have been shown to improve comprehension, English language development and achievement, which include having students:

- Use reading and learning logs to improve metacognition

## E. Parental Involvement

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

We believe in the power of a system which incorporated the parent, student and advisor. Advisors contact parents individually and conduct informal interviews with the parents to assess some of their needs. This system maximizes the potential for student success and addresses the support needs and transparency some parents need in supporting their children:

- In September, all parents are invited to attend a Curriculum Night. At this session, class expectations are explained, questions are addressed, and our Parental Involvement Policy is distributed to parents.
- Parents are required to attend the yearly (4) Family Conference Meetings with their child's advisor.
- Parents are invited and expected to attend monthly workshops given at the school by the Parent Coordinator., For example, training parents on using Edline (software designed in order for parents to track their child's progress in school).
- Parents are invited and expected to attend monthly Parent Association Meetings and participate in school events and also develop an action plan to better parental involvement at the school. If unable to attend monthly, they should be able to attend at least half of the meetings given throughout the academic year.
- Parents are invited and strongly encouraged to become a part of and actively participate in the School's Leadership Team meetings held once a week at the school.
- Parents are invited to donate time and/or baked goods for school bake sales to raise money for the Parents' Association.
- In May of every school year, our Teacher Leadership Team conducts an annual review of our Parental Involvement Policy goals and strategies, as well as the progress made towards our goals. As a part of our review, we modify our practices accordingly. We believe in the power of a system which incorporated the parent, student and advisor. This system maximizes the potential for student success.

For each activity mentioned above, parents are provided with notices both in English and translated into their native language. During the activity there are volunteer translators on site (volunteers include staff, students and other parents).

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

To sustain our ELL program, we make ELL professional development a high priority. Each year our whole teaching staff is surveyed to determine teachers' greatest perceived needs and to identify top PD priorities. Last year, teachers expressed interest in developing improved strategies to better serve students with high needs (special education, ELLs, etc.) As a result, this school year teachers prepared a 5 part series of in-house professional development activities around differentiation with the aim of developing a usable catalogue of best practices. Because our PD sessions are 1.5 hours in length, teachers received a total of 7.5 hours of training as mandated by Jose P. Teachers serving students in our after school enrichment program participate in a professional development regimen. Math and Humanities teachers are involved in separate study groups. Assistant Principals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech teachers, secretaries and parent coordinators also take part in the PD opportunities outlined above.

The Humanities group is currently engaged in studying the following topics: modifying performance-based assessment preparation for all students in Humanities, including those of students with disabilities, and high-achieving students with

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The Humanities group is currently engaged in studying the following topics: modifying performance-based assessment preparation for all students, aligning Humanities curricula across four years, developing digital portfolios to promote high-quality work, benchmarking and to reinforce revision skills, and understanding and incorporating the 6+1 traits of writing.

Concurrently, the Math group is studying the following topics: differentiating assignments, structuring roundtable assessments to facilitate collaborative problem-solving, delivering "complex instruction" (involving the assignment of defined roles within groups, incorporating multiple intelligences, and group presentations), writing and revision (reflections and cover letters), and deconstruction of word problems (working in collaboration with the Reading and Writing Workshop Team).

Both study groups meet on a weekly basis from the beginning of September through the end of June. The 4 participating Humanities teachers (1 certified ESL teacher and 3 content teachers) and 3 participating Math teachers (1 certified ESL teacher and 2 additional content teachers) take part in the professional development regimen outlined above. The principal, assistant principal and data specialist meet with the teachers regularly and provide support as needed.

Both study groups prepare teachers with the knowledge and skill set necessary to effectively provide the instructional services outlined in our language instructional plan. They conduct the workshops for staff so that everyone benefits from their work. These workshops are mostly based on research in the field and the sharing of best practices.

## E. Parental Involvement

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

We believe in the power of a system which incorporated the parent, student and advisor. Advisors contact parents individually and conduct informal interviews with the parents to assess some of their needs. This system maximizes the potential for student success and addresses the support needs and transparency some parents need in supporting their children:

- In September, all parents are invited to attend a Curriculum Night. At this session, class expectations are explained, questions are addressed, and our Parental Involvement Policy is distributed to parents.
- Parents are required to attend the yearly (4) Family Conference Meetings with their child's advisor.
- Parents are invited and expected to attend monthly workshops given at the school by the Parent Coordinator., For example, training parents on using Edline (software designed in order for parents to track their child's progress in school).
- Parents are invited and expected to attend monthly Parent Association Meetings and participate in school events and also develop an action plan to better parental involvement at the school. If unable to attend monthly, they should be able to attend at least half of the meetings given throughout the academic year.
- Parents are invited and strongly encouraged to become a part of and actively participate in the School's Leadership Team meetings held once a week at the school.
- Parents are invited to donate time and/or baked goods for school bake sales to raise money for the Parents' Association.
- In May of every school year, our Teacher Leadership Team conducts an annual review of our Parental Involvement Policy goals and strategies, as well as the progress made towards our goals. As a part of our review, we modify our practices accordingly. We believe in the power of a system which incorporated the parent, student and advisor. This system maximizes the potential for student success

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For each activity mentioned above, parents are provided with notices both in English and translated into their native language. During the activity there are volunteer translators on site (volunteers include staff, students and other parents).

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

### B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

2011 NYSESLAT results reveal the following distribution of proficiencies among our ELLs: 0 beginners, 17 intermediates, and 11 advanced. After conducting a comprehensive analysis of scores, we recognize that students score highest on the speaking component, second highest on listening and lowest on reading and writing. There is a clear pattern that emerges: while most students do fairly well on the listening and speaking parts of the NYSESLAT, more advanced students demonstrate greater competence in reading and writing.

### Additional Information

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

### NYSESLAT Modality Analysis

| Modality Aggregate  | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING /SPEAKING | B                 |   |   |   |   |   |   |   |   |   | 0 | 0  | 0  | 0  |
|                     | I                 |   |   |   |   |   |   |   |   |   | 1 | 0  | 0  | 0  |
|                     | A                 |   |   |   |   |   |   |   |   |   | 3 | 4  | 2  | 2  |
|                     | P                 |   |   |   |   |   |   |   |   |   | 4 | 1  | 3  | 0  |
| READING/ WRITING    | B                 |   |   |   |   |   |   |   |   |   | 0 | 0  | 0  | 0  |
|                     | I                 |   |   |   |   |   |   |   |   |   | 5 | 0  | 1  | 1  |
|                     | A                 |   |   |   |   |   |   |   |   |   | 2 | 3  | 4  | 0  |
|                     | P                 |   |   |   |   |   |   |   |   |   | 1 | 2  | 0  | 1  |

### NYS ELA

| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3                      |         |         |         |         | 0     |
| 4                      |         |         |         |         | 0     |
| 5                      |         |         |         |         | 0     |
| 6                      |         |         |         |         | 0     |
| 7                      |         |         |         |         | 0     |
| 8                      |         |         |         |         | 0     |
| NYSAA Bilingual Spe Ed |         |         |         |         | 0     |

### NYS Math

| Grade | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|-------|---------|----|---------|----|---------|----|---------|----|-------|
|       | English | NL | English | NL | English | NL | English | NL |       |
| 3     |         |    |         |    |         |    |         |    | 0     |
| 4     |         |    |         |    |         |    |         |    | 0     |

| NYS Math                  |         |    |         |    |         |    |         |    |       |
|---------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                     | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                           | English | NL | English | NL | English | NL | English | NL |       |
| 5                         |         |    |         |    |         |    |         |    | 0     |
| 6                         |         |    |         |    |         |    |         |    | 0     |
| 7                         |         |    |         |    |         |    |         |    | 0     |
| 8                         |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual<br>Spe Ed |         |    |         |    |         |    |         |    | 0     |

| NYS Science                  |         |    |         |    |         |    |         |    |       |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                              | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                              | English | NL | English | NL | English | NL | English | NL |       |
| 4                            |         |    |         |    |         |    |         |    | 0     |
| 8                            |         |    |         |    |         |    |         |    | 0     |
| NYSAA<br>Bilingual<br>Spe Ed |         |    |         |    |         |    |         |    | 0     |

| New York State Regents Exam     |                            |                 |                             |                 |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                                 | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                                 | English                    | Native Language | English                     | Native Language |
| Comprehensive English           | 10                         |                 | 2                           |                 |
| Integrated Algebra              | 14                         |                 | 7                           |                 |
| Geometry                        | 0                          |                 |                             |                 |
| Algebra 2/Trigonometry          | 0                          |                 |                             |                 |
| Math <u>A</u>                   | 0                          |                 |                             |                 |
| Biology                         | 0                          |                 |                             |                 |
| Chemistry                       | 0                          |                 |                             |                 |
| Earth Science                   | 0                          |                 |                             |                 |
| Living Environment              | 0                          |                 |                             |                 |
| Physics                         | 0                          |                 |                             |                 |
| Global History and<br>Geography | 0                          |                 |                             |                 |
| US History and<br>Government    | 0                          |                 |                             |                 |
| Foreign Language                | 0                          |                 |                             |                 |
| Other                           |                            |                 |                             |                 |
| Other                           |                            |                 |                             |                 |
| NYSAA ELA                       | 0                          |                 |                             |                 |
| NYSAA Mathematics               | 0                          |                 |                             |                 |
| NYSAA Social Studies            | 0                          |                 |                             |                 |
| NYSAA Science                   | 0                          |                 |                             |                 |

**Native Language Tests**

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

## B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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- For each program, answer the following:
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2011 NYSESLAT results reveal the following distribution of proficiencies among our ELLs: 0 beginners, 17 intermediates, and 11 advanced. After conducting a comprehensive analysis of scores, we recognize that students score highest on the speaking component, second highest on listening and lowest on reading and writing. There is a clear pattern that emerges: while most students do fairly well on the listening and speaking parts of the NYSESLAT exam, advanced students demonstrate greater competency in reading and writing. Therefore, students who advance from one proficiency level to another (i.e. from beginner to intermediate or from intermediate to advanced) are more often those exhibiting improvement in their reading and writing skills. Since reading and writing have been determined to be the highest priority areas in moving ELLs forward, Vanguard puts an extra emphasis on the development of these skills in the earlier grades. All ninth and tenth grade students are required to take a Reading and Writing Workshop course each semester, which is geared towards improving students' foundational literacy skills. Because Reading and Writing classes are especially small in size, teachers are afforded the ability to provide ELLs with extra attention. Moreover, those students with very low proficiency levels in reading and writing are placed in the Wilson's Reading Writing Workshop program which consists of even smaller class sizes and one-on-one attention.

A look at the 2011 ELA Regents exam results reveals that our Advanced English Proficient students are scoring on par with our non-ELL population, however, ELLs at lower proficiencies are lagging somewhat behind. The average for the ELLs at our school for the lower English proficient students ranges between a 43 and 55, as compared to the 67 average for non-ELLs. A look at the 2011 Math Regents scores shows that the grades are closer for both populations. Both groups have an average of 67 on the Math Regents. Considering that the lower English proficient students are not lagging behind by a great margin, it is evident that our program is having promising results for our ELL population.

Because our ELL students demonstrate the ability to comprehend examinations in English, all proficiency exams are administered in English. As a result, we are unable to compare the performance of ELL students on English exams versus translated version of exams.

Vanguard uses a number of interim assessments to inform instruction for students. In read and Writing Workshop and Humanities classes, students are assessed using the 6+1 traits of writing. Read and Writing Workshop also used the Qualitative Reading Inventory (QRI) to assess students' literacy abilities. The math department gauges student understanding using regular "understanding checks" (which are aligned with math proficiency standards), and the science department evaluates student understanding using scientific inquiry/literacy checks. The Data Specialist works with departments to analyze data at the individual class and grade level. Data is also disaggregated by ELL status (among other demographic variables) and teachers' direct attention to skill, content areas, and student subgroups demonstrating challenges. We enroll students who perform at the lowest levels and demonstrate persistent challenges in the Wilson literacy program and the Math Foundations program—each of which offers students supplemental reinforcement of the foundations. We believe the above system of using assessment to determine interventions and teaching strategies ultimately makes content and language instruction more comprehensible to students.

## Additional Information

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

## Part VI: LAP Assurances

**School Name:** Vanguard High School

**School DBN:** 02M449

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

| Name (PRINT) | Title                | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
|              | Principal            |           |                 |
|              | Assistant Principal  |           |                 |
|              | Parent Coordinator   |           |                 |
|              | ESL Teacher          |           |                 |
|              | Parent               |           |                 |
|              | Teacher/Subject Area |           |                 |
|              | Teacher/Subject Area |           |                 |
|              | Coach                |           |                 |
|              | Coach                |           |                 |
|              | Guidance Counselor   |           |                 |
|              | Network Leader       |           |                 |
|              | Other                |           |                 |
|              | Other                |           |                 |

**School Name: Vanguard High School**

**School DBN: 02M449**

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|-------|-----------|-----------------|
|              | Other |           |                 |
|              | Other |           |                 |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 02M449      **School Name:** Vanguard High School

**Cluster:** 1      **Network:** CFN 102

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

**Part A: Needs Assessment Findings**

---

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

To assess our school's written translation and oral interpretation needs, we poll parents to identify those who require parent translation. Information on the translation needs of families is recorded and stored in our internal database with contact, emergency, and demographic information. Vanguard will hold monthly meetings of Parent Teacher Leadership Team (PTLT) to develop programming that will promote and enrich parental communication and engagement. Vanguard will hold bimonthly activities i.e. workshops, discussion and meetings that foster parent involvement at the school level. Translation is provided for Spanish speaking parents for both written materials and during student/parent/advisor conferences.

All parents in the school system complete a Home Language Identification Survey (HLIS). This survey helps identify students who may have limited English language proficiency due to the primary language spoken in the home. Students are also given an informal interview, with the ESL teacher, in which the student is asked various questions pertaining to previous education, countries of origin, interests/hobbies and goals/aspirations. Once potential ELLs are identified, if they are new to the NYC Public School system, they are administered the revised Language Assessment Battery (LAB-R) test within ten days of enrollment; administration of the LAB-R is done by the ESL teacher, Jennifer Cruz. We use LAB-R results to determine which students are entitled to ESL program and services and to inform instructional programs. If a student has already been enrolled in a NYC Public School, the data specialist and ESL teacher use ARIS and ATS to determine ESL services required for the students. Using these data collections, we analyze the students' NYSESLAT scores and city/state assessments to determine the students' progress annually.

The HLIS is the first step in parental involvement; it is sent to the child's home in both English and the student's first language. The only ESL instructional program offered at our school is the freestanding ESL immersion program which creates an inclusive environment with extra ELL support given by the ESL teacher. During school orientation and our summer bridge program, parents are educated about our freestanding ESL immersion program—aims and processes, instructional approaches and practices, and available language support. A translated overview is

also provided to non-Native English speakers. With this information, parents are better equipped to make informed choices for their children. Before the start of the academic year, entitlement letters, Parent Survey and Selection Forms are sent to parents in both English and the language identified in the HLIS. Once these are returned, students are scheduled for the appropriate ESL support classes. If forms are not return, administrative personnel contact the homes to speak to the parents and to give a friendly reminder to complete the forms. Only 5 of our ESL students' parent did not choose to participate in our ELL program.

We regularly solicit ideas from parents about how best to communicate with and reach their children and we invite parents to attend workshops related to language, translation, and other ESL-related services. Parent feedback is used by ESL teachers to customize instruction. Parents are provided with notices during the year regarding ESL program developments and timelines. We are currently working on creating sheltered ESL classes to help further support ELLs as per suggestions and feedback from parents. Because Vanguard only offers ESL students freestanding ESL immersion services, it is not relevant to discuss trends in program selection.

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

We find that we need translation for about 5% of our parents. Translation is primarily needed in Spanish (10 parents), but we have a small group of parents that need translation services in Cantonese/Mandarin (6 parents). Both oral and written translations are needed in all 16 cases. We identified this need and shared with all staff members. The necessity to provide translation services was made clear to our teachers through memos and the school newsletter. We make sure that we attend to the translation needs of this population segment throughout the year, but especially during family conferences.

## **Part B: Strategies and Activities**

---

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

PTLT will help to facilitate Advisor/Teacher/Student Conferences. These conferences are a time when families and teachers reflect on student academic achievement and performance. Together strategies for progress and academic development are devised on an individual bases for each student. These conferences occur four times a year—mid semester and at the end of the semester. They enable parents, advisors and students to be aware of student progress and implement strategies for success. These meetings allow for the development of understanding between teachers and parents to support student achievement because they create an environment of accountability.

During family conferences advisors of students in need of translation services are provided forms and letters in their native language (Spanish and Chinese dialects). As parents review their children's progress reports, they are paired with bilingual teachers who help to interpret.

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

Oral translation is provided during visits, parent meetings, and family conferences. Oral translation is provided by bilingual staff members.

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

All parents whom we determine are in need of interpretation and translation services are provided a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We also post notices in Spanish in multiple locations indicating the availability of interpretation services. Our school's safety plan also contains procedures for ensuring that parents in need of language assistance services can effectively reach the school's administrative offices. Parents in need of additional information are directed to the DOE website where information regarding the rights of parents to receive translation and interpretation services is provided.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information   |                                 |
|--|---------------------------------|
| Name of School: Vanguard High School   | DBN: 02M449                     |
| Cluster Leader: Corinne Rello-Anselmi  | Network Leader: Allison Sheehan |
| This school is (check one):    ✱conceptually consolidated (skip part E below)<br>●NOT conceptually consolidated (must complete part E below) |                                 |

| Part B: Direct Instruction Supplemental Program Information  |
|--|
| The direct instruction component of the program will consist of (check all that apply):<br>●Before school            ✱After school            ●Saturday academy            ●Other: |
| Total # of ELLs to be served: 27<br>Grades to be served by this program (check all that apply):<br>●K    ●1    ●2    ●3    ●4    ●5<br>●6    ●7    ●8    ✱9    ✱10    ✱11    ✱12   |
| Total # of teachers in this program: 2<br># of certified ESL/Bilingual teachers: 3<br># of content area teachers: 3  |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Vanguard High School is small and personal in approach. Working with an intellectual focus and helping students and staff to “use their minds well”, our curriculum is developed stating the concepts, skills, knowledge and goals of year-long thematic courses. We use the Habits of Mind to plan curriculum. These Habits of Mind are:

1. How well does the student use evidence to support his/her opinions?
2. Does the student see other points of view?
3. Can the student make connections between different topics, areas and courses?
4. Is the student able to see the relevance of our studies?
5. Does the student see various factors in a discussion or argument and conjecture what would happen if they were changed?
6. Metacognitive. How have I grown as a thinker?

In this process, students deepen their understanding of Habits of Work: punctuality, organization, cooperation, revision and focus.

In developing programs for English Language Learners, Vanguard High School has developed a learner centered interdisciplinary curriculum. The primary mode of learning is in heterogeneous, collaborative groups. Assessment throughout the school focuses on portfolios and exhibitions incorporating self, peer, and teacher-generated assessments. Classes are generally structured around the development of projects in cooperative groups. Students in need of additional support are identified early on the basis of diagnostic test data and teacher observations at Horizontal team meetings. These students are targeted for additional support before and after school.

Specific programs after school that will be funded by Title III include:

- Extended Day support in English, Math, Science, and Social Studies
- Big Brothers Big Sisters Mentoring Program
- Parent Workshops

Supervised by the Principal and Assistant Principal in collaboration with ESL teachers, Vanguard employs

## Part B: Direct Instruction Supplemental Program Information

freestanding immersion ESL programs (grades 9-12), through which ESL students receive all instruction in English with native language support (the predominant native language among our ELL population is Spanish). The number of classes in which we place ESL students with ESL/bilingual teachers is decided by each student's English proficiency level (NYSESLAT scores). As per NYS law and Commissioner's Regulations (CR) Part 154, ELLs at our school receive 180 minutes per week of instruction per "unit" in classrooms with ESL-licensed/bilingual teachers. Beginners receive 3 units (540 minutes/week, approximately 7 instructional blocks), Intermediates receive 2 units (360 minutes/week, approximately 4 instructional blocks), and Advanced students receive 1 unit (180 minutes/week, approximately two instructional blocks). Because students attend 4 instructional blocks per course each week, Beginner and Intermediate ESL students are programmed into two classes with an ESL/bilingual teacher, and Advanced students are programmed into one class with ESL/bilingual teachers.

ESL students take part in the same core curriculum as students at Vanguard, which entails: 7 math courses, 7 science courses, 8 humanities courses, and 20 elective courses (including 4 reading and writing classes, 2 foreign language classes, 3 art classes, 4 PE classes, and 2 college classes among other supplemental). All freestanding ESL classes provide ELLs with academic content-area instruction in English using ESL methodology and instructional strategies and additional support. Our aim is to assist students to achieve the state-designated level of English proficiency for their grade and help each ELL meet or exceed NYS and NYC standards.

ESL identification begins with administration of a Home Language Identification Survey (HLIS) to parents. This survey helps identify students who may have limited English language proficiency. Once potential ELLs are identified, they are administered the revised Language Assessment Battery (LAB-R) test within ten days of enrollment. We use LAB-R results to determine which students are entitled to ESL programs and services and to inform our instructional programs. Students enrolled in our ESL program are administered the NYSESLAT exam each year to determine whether students have advanced from one ESL level to another.

ELL students are placed in classes with ESL-licensed teachers/bilingual teachers as often as mandated by the State. Though instruction is delivered in English, when necessary, teachers reinforce and clarify using students' native languages; parallels to students' native language are drawn as often as possible. Teachers meet each student's individual needs through in the modification and differentiation of instructional materials and practices. Generally, teachers use a combination of the differentiation strategies, such as the following examples: providing ELL students with pictures to illustrate new words and terms, presenting clear illustrations and concrete examples to help students understand complex concepts and skills, adapting difficult passages from texts and readings, using graphic organizers and outline maps for students to practice structuring details, offering a variety of reference materials that meet students' instructional levels, having students underline key words or important facts in written assignments, and writing instructions and problems using shorter and less complex sentences.

After we introduce the parents of ESL students to our school resources and ESL program, as per Parent Choice, parents are given an opportunity to choose whether to opt in to our ESL program. Because we offer a singular freestanding immersion model, all students whose parents give consent are enrolled in this program. Parents of incoming students are informed about and acclimated to the school during

### Part B: Direct Instruction Supplemental Program Information

parent orientation in May.

#### I. Extracurricular Activities:

ELL students also have extracurricular opportunities in tutoring, extended day, music, College Now courses at John Jay College, and the Big Brother Big Sister Program. ESL-licensed and bilingual teachers are also available after school for one-on-one tutoring.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Staff development is critical to the success of our school. Each instructional team is responsible for examining its own teacher-generated curricula and practices. Each team makes sure that the material is aligned to the state standards and also meets the vision of our school. We have professional development every Wednesday afternoon either full staff, Vertical teams (9-12) teams or Horizontal teams (across the grade). Topics include assessing literary essays, helping students with low literacy skills, scaffolding content area activities for ELL's, developing assessment rubrics, differentiating instruction for heterogeneous classes, using technology to support instruction, academic intervention strategies. Teachers attend consortium workshops, like scaffolding and differentiation. To sustain our ELL program, we make ELL professional development a high priority. Each year our whole teaching staff is surveyed to determine teachers' greatest perceived needs and to identify top PD priorities. Last year, teachers expressed interest in developing improved strategies to better serve students with high needs (special education, ELLs, etc.). So, this school year, teachers prepared a 5-part series of in-house professional development activities around differentiation with the aim of developing a usable catalogue of best practices. Because our PD sessions are 1.5 hours in length, teachers received a total of 7.5 hours of training as mandated by Jose P. At the end of each school year, our teachers submit "system proposals," which outline ideas for school improvement for the following year. Before the end of the year, teachers will propose a plan to connect this year's differentiation PD sequence to a follow-up regimen next year.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

**Part D: Parental Engagement Activities**

Begin description here:

Parent/community involvement:

We regularly solicit ideas from parents as well about how best to communicate with and reach their children and we invite parents to attend workshops related to language, translation, and other ESL-related services. Parent feedback is used by ESL teachers to customize instruction. Parents are provided with notices during the year regarding ESL program developments and timelines. Additionally, parents are invited to our curriculum night workshop in September to discuss curriculum goals and strategies for academic success which includes agreeing to after school tutoring.

Project Jump Start (Programs and activities to assist newly enrolled LEP students):

During school orientation and our summer bridge program, parents are educated about our freestanding ESL immersion program – aims and processes, instructional approaches and practices, and available language support. Parents of ELLs are also provided an overview of our ESL program (in both English and Spanish). With this information, parents are better equipped to make informed choices for their children. Only 5 of our ESL students’ parent did not choose to participate in our ELL program.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>                                     |                 |   |
| Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>   |                 |   |
| Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul> |                 |   |
| Educational Software  |                 |   |

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-------------------|-----------------|---|
| (Object Code 199) |                 |   |
| Travel            |                 |   |
| Other             |                 |   |
| <b>TOTAL</b>      |                 |   |