



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** VANGUARD HIGH SCHOOL

**DBN :** 02M449

**PRINCIPAL:** WILLIAM KLANN

**EMAIL:** [WKLANN@SCHOOLS.NYC.GOV](mailto:WKLANN@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** ANTHONY LODICO

**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	
Jennifer Cruz	UFT Chapter Leader	
Monique Martin	PA President	
Blanca Rosa	DC 37 Representative	
Rosa Rosario Winnie Guo	Student Representatives	
Eleanora Demetrio	CBO Representative, if applicable	
Erica Doyle	Member/Assistant Principal	
Scott Livingstone	Member/Teacher	
Margaret Lum	Member/Teacher	
Gayle Maslow	Member/Teacher	
Jennifer Onopa	Member/Teacher	
Nicole Maller	Member/Teacher	
Kioka Jones	Member/ Parent	
Vilma Morena	Member/ Parent	
Aymet Hashmi	Member/ Parent	
Candace Jarkow	Member/ Parent	

**ANNUAL GOAL #1 AND ACTION PLAN**

**Annual Goal #1**

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

In 2012-2013, Vanguard High School will design and implement specific interventions to increase credit accumulation for first and third year students in both the Special Education and General Education populations.

Our objective is to increase annual credit accumulation during the 2012-2013 school year for all first and third year students in the Lowest Third by five percentage points compared to the data from 2011-2012.

Over the last three school years, Vanguard students who are in the Lowest Third have struggled with credit accumulation; while 10th grade students in the Lowest Third made significant gains last year, students in the Lowest Third in the first and third years were still comparatively low.

**Comprehensive Needs Assessment**

	<b>2008-2009</b> Vanguard's Scores: (Peer Horizon Percentile)	<b>2009-2010</b> Vanguard's Scores: (Peer Horizon Percentile)	<b>2010-2011</b> Vanguard's Scores: (Peer Horizon Percentile)	<b>2011-2012</b> Vanguard's Scores: (Peer Horizon Percentile)
<b>SCHOOL ENVIRONMENT</b>				
Academic Expectations	7.9 (85.7%)	8.1 (95.5%)	7.9 (79.2%)	8.1 (87.5%)
Communication	7.4 (93.1%)	7.4 (96.0%)	7.4 (95.8%)	7.4 (88.5%)
Engagement	7.2 (83.9%)	7.6 (100.0%)	7.6 (89.3%)	7.7 (89.3%)
Safety and Respect	7.8 (87.5%)	7.8 (88%)	7.7 (80.8%)	7.9 (82.1%)
Attendance	85.2% (67.2%)	84.3% (48.2%)	84.7% (40%)	87.8% (69.2%)
<b>STUDENT PERFORMANCE</b>				
4-Year Graduation Rate	76.3% (87.2%)	57.4% (29.5%)	66.3% (43.2%)	71.4% (54.7%)
4-Year Weighted Diploma Rate	160% (122.6%)	133% (57.4%)	166.9% (71.7%)	222.5% (100%)
6-Year Graduation Rate	69.3% (67.2%)	58.4% (28.9%)	81.3% (78.8%)	71.3% (42.4%)
6-Year Weighted Diploma Rate	131.3% (96.4%)	130.5% (70.3%)	175% (85.4%)	192% (93.5%)
<b>STUDENT PROGRESS</b>				
% Students Earning 10+ Credits in First Year	79.1% (77.3%)	84.6% (73.8%)	80.4% (63.7%)	80.9% (63.6%)
% Students in Lowest 1/3 Earning 10+ Credits in First Year	50% (51.6%)	73% (72.2%)	65.8% (64.2%)	64.9% (61.8%)
% Students Earning 10+ Credits in Second Year	56.4% (37.9%)	73.3% (61.6%)	75% (61%)	88.3% (94.9%)
% Students in Lowest 1/3 Earning 10+ Credits in Second Year	35.1% (31.3%)	43.8% (36.7%)	52.9% (48.8%)	80.6% (95.6%)
% Students Earning 10+ Credits in Third Year	75.7% (76.1%)	67.3% (45.6%)	75.5% (67.3%)	77.1% (71.9%)
% Students in Lowest 1/3 Earning 10+ Credits in Third Year	70.6% (83.0%)	56.3% (54.3%)	53.1% (51.9%)	60.6% (64.7%)
Weighted Regents Pass Rate: English	0.64 (32.8%)	0.54 (4.4%)	1.01 (30.2%)	1.35 (61.1%)
Weighted Regents Pass Rate: Math	0.59 (34.9%)	1.12 (47.5%)	0.63 (4.4%)	1.73 (77.2%)

*Analysis*

- The percentage of students in the Lowest Third earning 10+ credits is far below the general population, especially in the first and third years.
- The percentage of students in the lowest third earning 10+ credits in the first year was 15% below the general population in 2011-2012.
- The percentage of students in the lowest third earning 10+ credits in the third year was 17% below the general population in 2011-2012.

**Instructional strategies/activities**

- Academic and social/emotional support for first and third year students performing in the Lowest Third citywide will be provided by existing and new partnerships, including the Vanderbilt YMCA, WNYC Radio Rookies, Big Brothers/Big Sisters, the Hunter College Liberty Partnership, tutoring and targeted credit recovery programs designed and implemented by the Vanguard teaching staff.
- The existing partnerships with the Vanderbilt YMCA and Hunter Liberty Partnership will be enhanced and expanded. Both community-based support partners will be provided with offices in Vanguard High School, and both groups will increase the numbers of on-site instructors/social workers in order to maximize their impact on students' academic, social and emotional growth. Staff members from both organizations will be involved with direct instruction and enhanced instructional supports for classes offered during the school day and after school.
- Targeted support for first and third year special education students performing in the Lowest Third citywide will be increased throughout content areas. This will include new SETTTS push-in/pull-out systems and carefully designed support classes custom tailored to students' needs. 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)*

**Budget and resources alignment**

- Indicate your school's Title I status: **X School Wide Program (SWP)**  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy      X   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- The Vanderbilt YMCA is currently working with students who are performing in the Lowest Third in grades 9, 10, 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 in 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.
- Targeted credit recovery programs and new tutoring to support successful annualization will be designed and implemented by the Vanguard teaching staff ; the instructors target students who are performing in the Lowest Third and help them get back on a graduation track through intense academic support after school.

## ANNUAL GOAL #2 AND ACTION PLAN

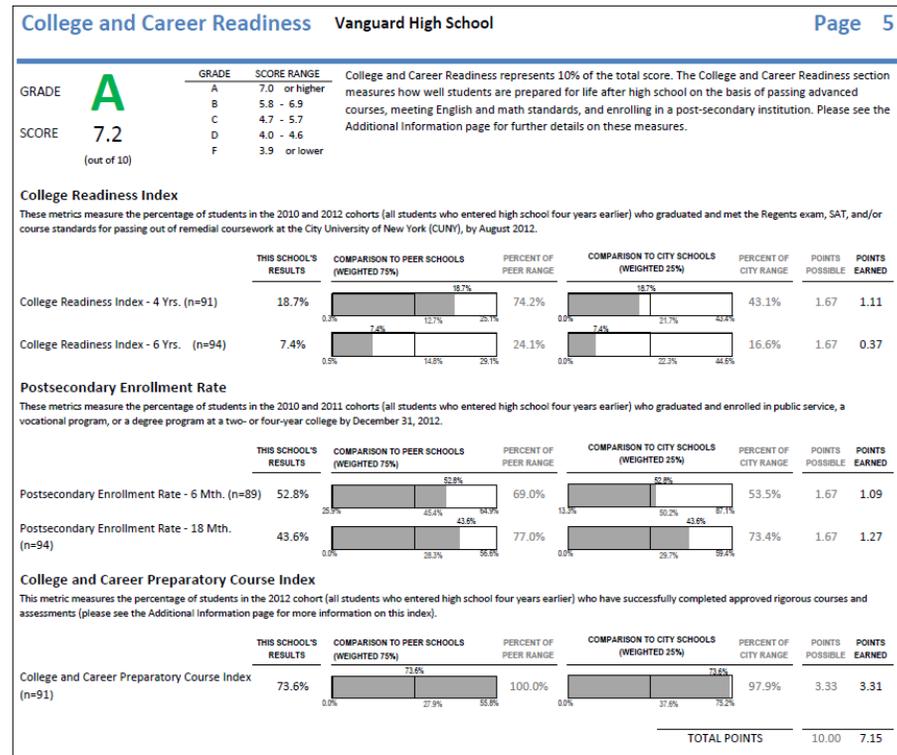
### Annual Goal #2

### Create New Opportunities for Students to Enroll in Accelerated Academic Courses and Enrichment Programs

During the 2012-2013 school year, at least 25% of all students at Vanguard will participate in after school activities, clubs and/or courses. 20% of the seniors at Vanguard High School will help design their own internships or seek enrollment in college courses.

In 2012-2013, Vanguard High School will offer students a range of existing and new enrichment initiatives designed to improve engagement and academic enrichment for all students, including students performing in the Highest Third. The programs will include a wide range of volunteer and paid internships, increased opportunities to enroll in college courses in school and on college campuses, participation in Ivy Key and ATLAS SAT preparation courses. Three new NYS approved history and activism courses will be offered in our after school program with the YMCA. The Vanguard Student Government and the Teacher Leadership Team will also develop a series of after school clubs and programs designed to improve engagement for all students. We are also submitting applications for new programs, including the Software Engineering Pilot Program (SEP) being offered by OPSR and the DOE. Last year, enrichment activities were directed primarily toward seniors who were performing in the Highest Third.

### Comprehensive needs assessment



### College and Career Readiness

Students in the Lowest Third Citywide, CCPCI* (n=34)	52.9%	37.4%	0.151	2.00	2.00
Students in the Lowest Third Citywide, Four-year CRI** (n=34)	2.9%	37.4%	0.501	2.00	0.54
Students in the Lowest Third Citywide, PER+ by Six Months After High School (n=47)	42.6%	52.8%	0.049	2.00	1.10

While most of the metrics in our College and Career Readiness Index were above the Peer and City Averages, our College and Career Readiness Index for students performing in the Lowest Third was comparatively low, especially in regard to the Four-Year CRI and the PER calculated six months after leaving high school. In order to maximize the power of our enrichment initiatives for all students, our programs will need to be more diverse. We will provide opportunities for all students to participate in enrichment activities, both to increase student engagement and to prepare them for rigorous academic, college preparatory course as they approach their senior year.

### Instructional strategies/activities

- 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 students at all levels, and several College Now courses are being taught in our regular school schedule.
- SAT preparation through Ivy Key and the YMCA will be offered to all students during the spring term. ATLAS SAT preparation will be offered to all students over the summer by Hunter Liberty Partnership.
- New school clubs have been created by the Vanguard Student Government and the Teacher Leadership Team; the clubs include Fashion Design, Drama, the Explorers Club, Judo, and a Science Club.
- The Vanderbilt YMCA is teaching three courses after school, including Leadership and Government and Youth Take the City. All three courses are NYS approved courses for credit, and they involve intense activism and unique trips as part of the experiences.
- We have developed a new partnership with City Tech for advanced science coursework; this enrichment program targets students performing in the Highest Third.
- We completed the application for the SEP program and are waiting to see if we are accepted to the pilot.

### Strategies to increase parental involvement

See Parent Involvement Policy (attached)

### Budget and resources alignment

- Indicate your school's Title I status: **X School Wide Program (SWP)**  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**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.
- Hunter Liberty Partnership and the Vanderbilt YMCA have directed resources and personnel toward the creation of a more extensive collaboration with Vanguard in order to support our students during the day and after school. Both organizations have dedicated time and effort toward student engagement and college preparation for students in all grades, with a special focus on the student performing in the Lowest Third.
- Vanguard staff members are dedicating their time to the maintenance of after school clubs. The materials for the clubs are being provided by Materials for the Arts.

**ANNUAL GOAL #3 AND ACTION PLAN**

**Annual Goal #3**

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

By June 2013, we will update and align the performance-based assessment tasks in math, science, history and literature to the Common Core Standards imbedded in the Instructional Expectations for 2012-2013 for all students including students with disabilities and ELL students. ( I reworded this sentence. CHECK and see if you agree with what I wrote.)

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 have begun to align our rigorous performance-based assessments with the Common Core Standards.

**Comprehensive needs assessment**

Both the Common Core Standards and our Performance Based Assessments emphasize the importance of advanced literacy and mathematics for College Readiness. The PBAs at Vanguard are clearly aligned to the Habits of Mind, but the connections to the Common Core Standards are not clearly defined within the Performance Based Tasks or the Rubrics used to assess the depth of student understanding demonstrated in their performances. We need to articulate the connections between the standards and our own expectations in order to fully incorporate the CCS into our PBA process.

**Instructional strategies/activities**

Common Core Standards alignment is taking place in our Vertical Department Teams and our Grade Teams. The Literature, History and Science Departments are integrating CCS literacy standards - with an emphasis on non-fiction texts and using evidence from texts – within the structures of their assignments and Performance Based Tasks. The Math Vertical Team is incorporating the math standards from the CCS and the Instructional Expectations for 2012-2013 directly into their lessons, units, and assessments, including the final Understanding Checks and Performance Based Assessment Tasks designed by the department.

All of our teachers 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)*

**Budget and resources alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy    Title I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III   \_\_\_\_\_ Grants   \_\_\_\_\_ Other

If other is selected describe here:

**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.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>• Qualitative Reading Index assessments at regular intervals to assess literacy diagnostics and growth during the first two years at Vanguard</li> <li>• Two year literacy program for all students, focusing on aspects of literacy development, reading comprehension and expressive/analytical writing</li> <li>• Peer Writing groups for revision and editing in all four years of high school</li> <li>• Proficiency levels are compared to Six Plus One Traits of Writing and Common Core Literacy Standards at regular intervals</li> <li>• ATLAS Thinking Routines are used to help student understand how to use evidence to support claims and analyze multiple viewpoints</li> <li>• Habits of Mind are used to ground the literacy work within important thinking dispositions; students are encouraged to use reflective writing to enhance Metacognition and process learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class instruction</li> <li>• Small group work</li> <li>• One on one tutoring</li> <li>• PBAT project groups</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• After school programs</li> <li>• Tutoring during advisory</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• All students receive an initial DYO</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class instruction</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> </ul>

	<p>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> <ul style="list-style-type: none"> <li>• Because our school focuses on six habits of Mind, we have aligned them with the appropriate NCTM Process Strands. Students aim to move toward the “expert” level of each Habit of Mind and corresponding Process Strand. <ul style="list-style-type: none"> <li>• Making Connections (Connections)</li> <li>• Using Evidence (Reasoning and Proof; Representation)</li> <li>• Considering Viewpoints (Communication)</li> <li>• Being Metacognitive</li> <li>• Asking Significance (Problem Solving)</li> <li>• Asking “What if” /Conjecture (Reasoning and Proof)</li> </ul> </li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Small group work</li> <li>• One on one tutoring</li> <li>• PBAT project groups</li> </ul>	<ul style="list-style-type: none"> <li>• After school programs</li> <li>• Tutoring during advisory</li> </ul>
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	<p>already in use.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• After school tutoring is available three days a week throughout the year.</li> <li>• 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.</li> <li>• Since 2007-2008, our students have had the opportunity to take an Advanced Placement Calculus Course.</li> </ul>		
Science	<ul style="list-style-type: none"> <li>• 9<sup>TH</sup> graders take a semester long inquiry-based robotics course. This provides an active learning environment.</li> <li>• 10<sup>th</sup> Grade Science life science students are coached to present in a roundtable format at mid-year.</li> <li>• 11<sup>th</sup> and 12<sup>th</sup> graders take semester long courses focusing on Chemistry, Physics, Bio-psychology, and Epidemiology.</li> <li>• Science courses share an emphasis on lab work, written analysis of data and the scientific method</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class instruction</li> <li>• Small group work</li> <li>• One on one tutoring</li> <li>• PBAT project groups</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• After school programs</li> <li>• Tutoring during advisory</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Humanities (Integration of English and Social Studies) focus on authentic</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class instruction</li> <li>• Small group work</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• After school programs</li> </ul>

	<p>research and written analysis of history through drafts and revisions of assignments, exhibitions and portfolios</p> <ul style="list-style-type: none"> <li>• Students use Habits of Mind within their written analysis; they are expected to compare viewpoints in history, use evidence to support claims, and make deep connections between history and out world</li> <li>• Students must use different modalities (legal briefs, position papers, ATLAS Thinking Routines) to demonstrate proficiency in literacy standards imbedded in the social sciences</li> </ul>	<ul style="list-style-type: none"> <li>• One on one tutoring</li> <li>• PBAT project groups</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring during advisory</li> </ul>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Advisors are the “experts” on their advisees and as such in partnership with the student and their 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.</li> <li>• JREC school psychologist spends most of his time on educational evaluations and doing 3 year updates on students with IEPs.</li> <li>• We are fortunate to have a full time psychologist on the staff of the Mt. Sinai Adolescent Health Clinic located in our</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class counseling</li> <li>• Small group counseling</li> <li>• One on one counseling</li> </ul>	

	<p>building. Students are referred to her by Vanguard’s social worker and social work interns.</p> <ul style="list-style-type: none"> <li>• For ongoing care through the summer, students and their families are referred to the Mt Sinai Adolescent Health Clinic’s main office.</li> <li>• 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.</li> <li>• The Social Work Interns are supervised by the Liberty Partnership of Hunter College.</li> <li>• When they deem necessary, they will make a referral to The Mt Sinai Adolescent Health Clinic or another social service provider.</li> <li>• 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.</li> </ul>		
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**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

*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.
- All new staff members receive regular mentoring from experience teachers within our community. Mentoring interactions are logged in via the Mentor Tracking System.
- All staff members participate in PD offered by the NYC Performance Based Consortium. This includes our meetings on the Chancellor's Day as well as regular Moderation Studies on exemplary PBATS and out own PBA assignments and tasks.
- 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.

## 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 1ST OF EACH SCHOOL YEAR TO ADVISE PARENTS OF CHILDREN PARTICIPATING IN THE TITLE I PROGRAM ABOUT THE SCHOOL'S TITLE I FUNDED PROGRAM(S), THEIR RIGHT TO BE INVOLVED IN THE PROGRAM AND THE PARENT INVOLVEMENT REQUIREMENTS UNDER TITLE I, PART A, SECTION 1118 AND OTHER APPLICABLE SECTIONS UNDER THE NO CHILD LEFT BEHIND ACT;
- SCHEDULE ADDITIONAL PARENT MEETINGS (E.G., QUARTERLY MEETINGS, WITH FLEXIBLE TIMES, SUCH AS MEETINGS IN THE MORNING OR EVENING, TO SHARE INFORMATION ABOUT THE SCHOOL'S EDUCATIONAL PROGRAM AND OTHER INITIATIVES OF THE CHANCELLOR AND ALLOW PARENTS TO PROVIDE SUGGESTIONS;
- TRANSLATE ALL CRITICAL SCHOOL DOCUMENTS AND PROVIDE INTERPRETATION DURING MEETINGS AND EVENTS AS NEEDED; 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 1ST OF EACH SCHOOL YEAR) FOR PARENTS OF STUDENTS PARTICIPATING IN THE TITLE I PROGRAM TO INFORM THEM OF THE SCHOOL’S TITLE I STATUS AND FUNDED PROGRAMS AND THEIR RIGHT TO BE INVOLVED;
- ARRANGING ADDITIONAL MEETINGS AT OTHER FLEXIBLE TIMES (E.G., MORNING, EVENING) AND PROVIDING (IF NECESSARY AND FUNDS ARE AVAILABLE) TRANSPORTATION, 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 A GRADING SYSTEM – JUMP ROPE - WHICH ALLOWS STUDENTS AND PARENTS TO BE CONTINUALLY AWARE OF A STUDENT’S PROGRESS. TEACHERS CONTINUALLY UPDATE STUDENT PROGRESS ON THE JUMP ROPE 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 9TH 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 JUMP ROPE 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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> <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>
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## 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 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.

## 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   
6  7  8  9  10  11  12

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

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
<b>Dual Language</b> (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
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	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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

## A. Programming and Scheduling Information

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:

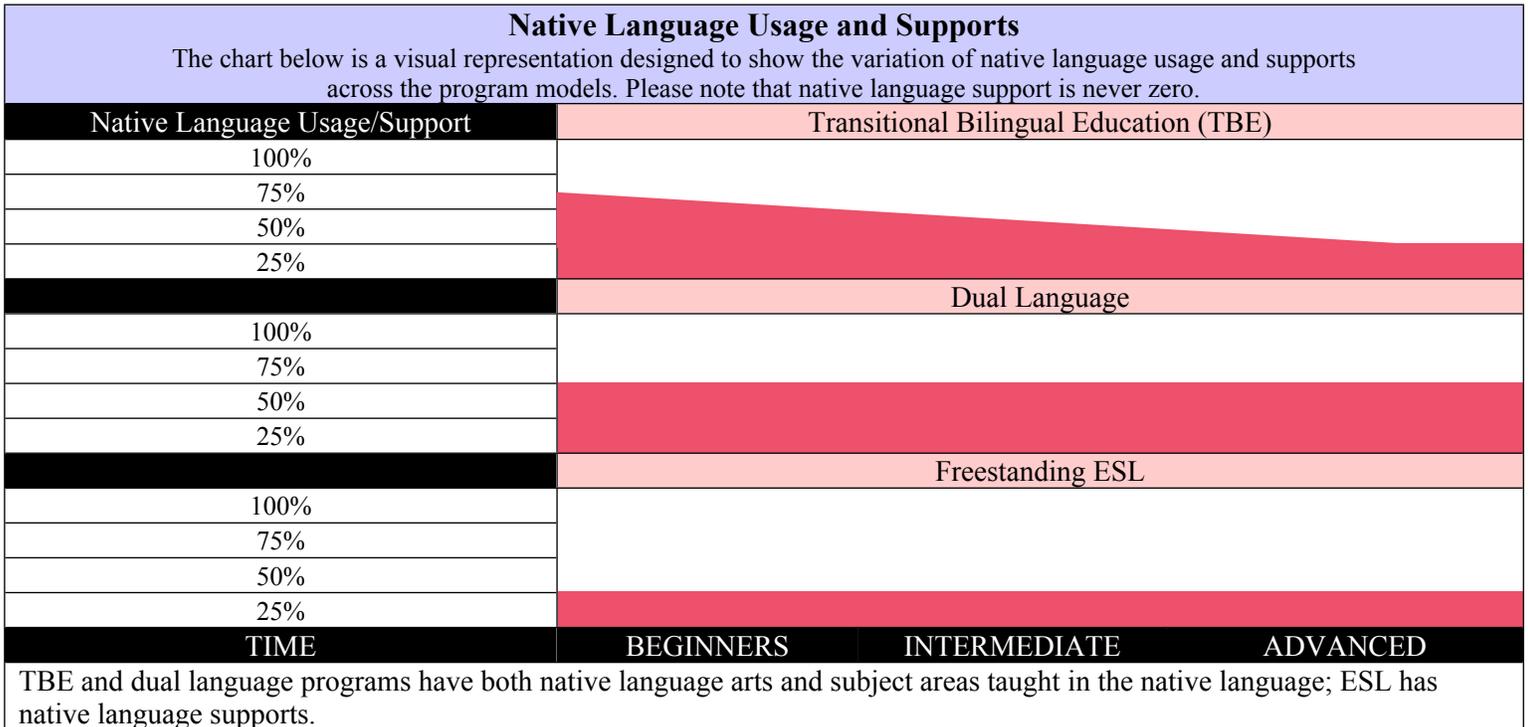
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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> 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> 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.
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
- Journal and personal reflection
- Write summaries
- Present information with visual representations
- Provide answers and explain thinking processes

...and having teachers:

- List instructions/process steps and review orally
- Present information in varied ways (oral, written, demonstrations)
- Frequently summarize key points
- Repeat and paraphrase important terms and concepts
- Provide word walls with vocabulary for each unit
- Allow sufficient response time
- Use cooperative learning
- Incorporate peer tutoring
- Explicitly connect learning to students' knowledge and experience
- Use realia, maps, photos, and manipulatives
- Conduct activities where students can interact and move around through Total Physical Response techniques
- Use multimedia and technology

To sustain high-quality instruction for our after school enrichment program, it is necessary that we incorporate a number of supplemental resources and materials. Therefore, for our Humanities and Math classes, we purchase a variety of multimedia aids and toolkits, as well as an assortment of manipulatives. These products afford LEP students the opportunity to process information using multiple modalities. These resources also encourage the sort of hands-on interactive activity that enriches students' learning experiences by providing context for understanding.

Students who score proficient on the NYSESLAT exam will continue to receive support for the 2 years following their score. They will continue to be scheduled in the core classes that have ESL push-in support. If they are scheduled to take the ELA within those 2 years, these students will receive the accommodations due to them as former-ELLs (i.e. extended time, use of a translation dictionary, separate location, and third reading of the listening passage).

### 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, 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.

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.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	0	0	0	0
Intermediate(I)										5	0	1	1	7
Advanced (A)										3	5	4	1	13
Total	0	0	0	0	0	0	0	0	0	8	5	5	2	20

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>										0	0	0	0
	<b>I</b>										1	0	0	0
	<b>A</b>										3	4	2	2
	<b>P</b>											4	1	3

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	<b>B</b>										0	0	0	0
	<b>I</b>										5	0	1	1
	<b>A</b>										2	3	4	0
	<b>P</b>										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
5									0
6									0
7									0
8									0
NYSAA Bilingual 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 Bilingual 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	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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 Geography	0			
US History and 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 (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

### 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?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- 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 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 and 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 Wroskhop 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 asses 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 gages 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.

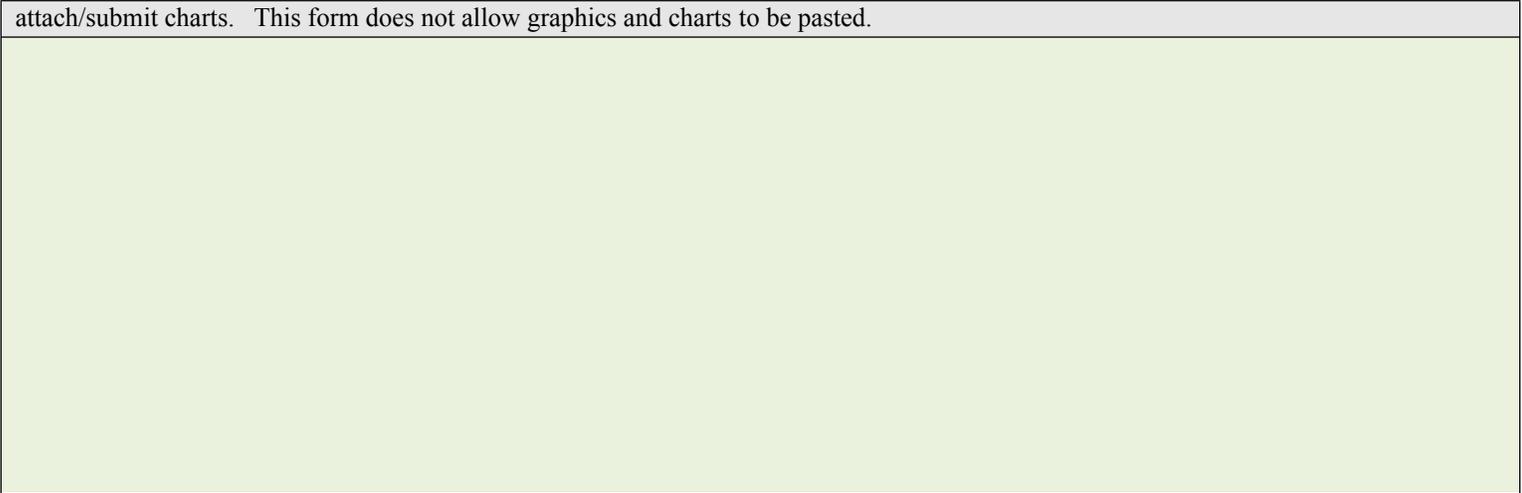
ELLs are placed in classes with ESL licensed teachers and/or bilingual teachers as often mandated by the State. Though instruction is delivered in English, when necessary, teachers reinforce and clarify using students' native languages (when applicable); parallels to students' native languages are drawn as often as possible.

Vanguard assesses all students, especially ELLs, using multiple assessment types. An appeal to different modalities and intelligences allows students to express themselves through verbal and written language, as well as without language. Similarly, on a system-level, we evaluate the foci and practices of our LAP using multiple assessments. We review ELL performance in comparison to the performance of non-ELL counterparts across all disciplines, using 6+1, QRI, and math and science proficiency checks. We look for trends across grade levels and prioritize LAP efforts accordingly. The success of our freestanding ESL immersion program is assessed by comparing the performances and data of the ELL population with their native speaking counterparts. Furthermore, we look at the ELLs perfomance on the NYSESLAT to track the success of our program.

### **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		

**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**

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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 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.

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**

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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.