



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** VANGUARD HIGH SCHOOL  
**DBN (i.e. 01M001):** 02M449  
**Principal:** WILLIAM KLANN  
**Principal Email:** WKLANN@SCHOOLS.NYC.GOV  
**Superintendent:** ANTHONY LODICO  
**Network Leader:** ALISON SHEEHAN

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
William Klann	*Principal or Designee	
Jennifer Cruz-Flores	*UFT Chapter Leader or Designee	
Vilma Morena	*PA/PTA President or Designated Co-President	
Loreen Rodriguez	DC 37 Representative, if applicable	
Sundiata Addison	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Eleanora Demetrio	CBO Representative, if applicable	
Erica Doyle	Member/ Assistant Principal	
Scott Livingstone	Member/ Teacher	
Gayle Maslow	Member/ Teacher	
Christine Mahmoud	Member/ Parent	
Nancy Ryan	Member/ Parent	
Aymet Hashmi	Member/ Parent	
Nadine Jackson	Member/ Parent	
Laquinta Felton	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

#### Increase Credit Accumulation for All Students

- In 2013-2014, Vanguard High School will design and implement specific interventions to increase credit accumulation for first, second and third year students in both the Special Education and General Education populations.
- Our objective is to increase annual credit accumulation during the 2013-2014 school year for all first, second and third year students, by ten to fifteen percentage points compared to the data from 2012-2013. We also want to increase annual credit accumulation during the 2013-2014 school year for all first, second and third year students in the Lowest Third by ten to twenty percentage points compared to the data from 2012-2013.
- Last year, Vanguard students struggled with credit accumulation, partly due to the new State restrictions in targeted credit recovery opportunities and devastating mid-year budget adjustments that destroyed our ability to offer after school per session tutoring and credit recovery programs. In order to help all students earn at least 10 credits per year, Vanguard will need to implement entirely new programs and systems to support credit accumulation for all of our students, and we will need to design new ways to help students recover credits so we do not rely exclusively on targeted credit recovery.

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The following comparison of our last four Progress Reports was an integral part of our initial needs assessment:

	2009-2010 Vanguard's Scores: (Peer Horizon Percentile)	2010-2011 Vanguard's Scores: (Peer Horizon Percentile)	2011-2012 Vanguard's Scores: (Peer Horizon Percentile)	2012-2013 Vanguard's Scores: (Peer Horizon Percentile)
<b>SCHOOL ENVIRONMENT</b>				
Academic Expectations	8.1 (95.5%)	7.9 (79.2%)	8.1 (87.5%)	8.3 (90%)
Communication	7.4 (96.0%)	7.4 (95.8%)	7.4 (88.5%)	8.3(100%)
Engagement	7.6 (100.0%)	7.6 (89.3%)	7.7 (89.3%)	7.9 (95.8%)
Safety and Respect	7.8 (88%)	7.7 (80.8%)	7.9 (82.1%)	8.0 (90.9%)
Attendance	84.3% (48.2%)	84.7% (40%)	87.8% (69.2%)	83.9% (42.1%)
<b>STUDENT PERFORMANCE</b>				
4-Year Graduation Rate	57.4% (29.5%)	66.3% (43.2%)	71.4% (54.7%)	74.7% (56.2%)
4-Year Weighted Diploma Rate	133% (57.4%)	166.9% (71.7%)	222.5% (100%)	217.4 (80.3%)
6-Year Graduation Rate	58.4% (28.9%)	81.3% (78.8%)	71.3% (42.4%)	69.7% (32.6%)
6-Year Weighted Diploma Rate	130.5% (70.3%)	175% (85.4%)	192% (93.5%)	175.8% (58.7%)
<b>STUDENT PROGRESS</b>				
% Students Earning 10+ Credits in First Year	84.6% (73.8%)	80.4% (63.7%)	80.9% (63.6%)	68% (26.8%)
% Students in Lowest 1/3 Earning 10+ Credits in First Year	73% (72.2%)	65.8% (64.2%)	64.9% (61.8%)	45.2% (25.6%)
% Students Earning 10+ Credits in Second Year	73.3% (61.6%)	75% (61%)	88.3% (94.9%)	78.8% (68.7%)
% Students in Lowest 1/3 Earning 10+ Credits in Second Year	43.8% (36.7%)	52.9% (48.8%)	80.6% (95.6%)	57.1% (54.1%)
% Students Earning 10+ Credits in Third Year	67.3% (45.6%)	75.5% (67.3%)	77.1% (71.9%)	70.9% (52.8%)

<b>% Students in Lowest 1/3 Earning 10+ Credits in Third Year</b>	56.3% (54.3%)	53.1% (51.9%)	60.6% (64.7%)	<b>54.1% (51.5%)</b>
<b>Weighted Regents Pass Rate: English</b>	0.54 (4.4%)	1.01 (30.2%)	1.35 (61.1%)	0.92 (52.9%)
<b>Weighted Regents Pass Rate: Math</b>	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.**
  - The percentage of students in the lowest third earning 10+ credits in the first year was 23% below the general population in 2012-2013.
  - The percentage of students in the lowest third earning 10+ credits in the second year was 22% below the general population in 2012-2013
  - The percentage of students in the lowest third earning 10+ credits in the third year was 17% below the general population in 2012-2013.
  
- **The percentage of students earning 10+ credits in all categories is far below the corresponding categories in 2011-2012.**
  - The percentage of students earning 10+ credits in the first year is 13% below the 2011-2012 statistics for the overall population.
  - The percentage of students in the lowest third earning 10+ credits in the first year is 20% below the 2011-2012 statistics for students in the lowest third.
  - The percentage of students earning 10+ credits in the second year is 10% below the 2011-2012 statistics for the overall population.
  - The percentage of students in the lowest third earning 10+ credits in the second year is 23% below the 2011-2012 statistics for students in the lowest third.
  - The percentage of students earning 10+ credits in the third year is 6% below the 2011-2012 statistics for the overall population.
  - The percentage of students in the lowest third earning 10+ credits in the third year is 6% below the 2011-2012 statistics for students in the lowest third.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

**Instructional strategies/activities**

1. Academic and social/emotional support all students performing in the Lowest Third school wide and 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, ENACT, internships, tutoring and targeted credit recovery programs designed and implemented by the Vanguard teaching staff.
2. The existing partnerships with the Vanderbilt YMCA and Hunter Liberty Partnership will be enhanced and expanded. Both community-based support partners have been 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. ENACT will be teaching a class designed to engage students with marginal attendance in order to improve their habits of work and punctuality. 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.
3. Targeted support for special education students performing in the Lowest Third school-wide and citywide will be increased throughout content areas. This will include a new SETTS push-in/pull-out system 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.
4. We will reach out to new partners who can offer NYS approved credits for after school curriculum. We have contacted organizations including the Center for Urban Pedagogy to help students recover social studies credits through project-based inquiry work that is accredited by NYS.

**5. Additional per session will be reserved this spring to run a series of tutoring programs, enrichment classes, enrichment clubs and targeted credit recovery classes to help students increase credit accumulation in every grade.**

**B. Key personnel and other resources used to implement each strategy/activity**

- 1. The principal, assistant principal and guidance counselor at Vanguard High School will be directly responsible for the supervision of our partners, including the Vanderbilt YMCA and the Liberty Partnership Program at Hunter College. Both of these groups will have office space in our school, and staff members from the partnerships will be fully integrated into our learning community. The YMCA and LPP have dedicated budgetary resources to our school programs.**
- 2. The assistant principal will work directly with ENACT to coordinate the attendance program. The AIDP grant will be used to pay for the ENACT programs, and some money will be used for per session and student incentives as per the grant guidelines.**
- 3. In addition to increasing our ability to deliver quality SETTS support to our students, Vanguard has been asked to be a part of the TCICP Inclusion Project at Teachers' College. TCICP will be doing full staff PD as well as focused work with Inquiry Teams to increase our capacity to design interventions for an increasingly diverse special education population. TCICP has selected Vanguard to be a demonstration school in the spring.**
- 4. The Center for Urban Pedagogy (CUP) will be teaching a project-based enrichment course in civics to students who need to recover Social Studies credits. The program will be taught at our school, and the students will be focusing on decision making in the NYC DOE.**
- 5. One or two teachers in every department will volunteer to offer after school tutoring labs and targeted credit recovery classes. Each department will also investigate the possibility of offering full after school classes that would provide 54 hours of study in academic content areas to avoid any restrictions on targeted credit recovery by NYS.**

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1. The principal, assistant principal and data specialist will review all assessment data every two weeks during the entire school year to track growth. Data will be shared with departments and horizontal teams on a regular basis to review the effectiveness of the programs and, if needed, to design new interventions. We are looking for data that illustrates positive effects on credit accumulation for "borderline" students, and we hope that at least 75% of the students improve their grades and credit accumulation each semester.**
- 2. Vanguard High School has moved to standards-based grading, and we use Jumprope to provide us with more detail about attendance patterns in our school. ENACT hopes to improve the attendance rates of at least 75% of the students who are enrolled in the program by the end of the year.**
- 3. The principal and assistant principal will be participating in TCICP administrators PD all year, and staff members will volunteer to work with TCICP in three different inquiry cycles this year. A designated TCICP representative will be in Vanguard one day a week all year to provide support for the inquiry teams, and they will also conduct several full staff PD sessions about special education throughout the year. The administration will review the impact of the program with TCICP officials and the full staff after the fall semester and again at the end of the year. We hope to see improvement in academic outcomes for at least 50% of our students who have IEPs.**
- 4. The principal and assistant principal will work directly with the CUP instructors for recruitment and sustainability of the CUP program; the program will be located in Vanguard High School, and the classes will be observed by the administrators on a regular basis. We hope to help at least 75% of students who participate in CUP to earn social studies credit by the end of the program.**
- 5. The tutoring, credit recovery programs and extra courses will be evaluated for effectiveness by examining student growth and outcomes at regular intervals throughout the year when marking period grades are released. The principal, assistant principal, data specialist and the Teacher Leadership Team will analyze the data. We hope that these programs lead to at least a 5% increase in credit accumulation in all grades, both for general education students and special education students, by the end of the school year.**

**D. Timeline for implementation and completion including start and end dates**

1. New YMCA and LPP enrichment activities will start in the fall semester, including clubs. (September 2013-June 2014)
2. AIDP selection process started in the fall semester; final selections of the partners and actual attendance work and support will be in place no later than January and run for the remainder of the year. (September 2013-June 2014)
3. TCICP will start at the very beginning of the year and continue through June. (September 2013- June 2014)
4. CUP will start in September, and the required 80 hours of inquiry work will be completed by the start of the spring semester. (September 2013-February 2014)
5. Tutoring will start in the fall semester and continue all year. The departments will identify and target student who need support in specific content areas and start after school tutoring immediately. (September 2013-June 2014) Credit recovery programs and extension classes will begin in the spring after the budgetary resources become available. (February 2014-June 2014)

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

**Service and program coordination**

1. 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. 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.
2. ENACT will be a new attendance partner provided by a new AIDP attendance grant. They will be working to improve student engagement, motivation, attendance and performance.
3. TCICP is a new partnership provided by Teachers' College, and the relationship will provide intense Professional Development for the entire Vanguard learning community around special education Inclusion Models throughout the school year.
4. CUP is an intense NYS approved inquiry and project based partner; they will work with students on examining the decision making processes in NYSBOE and NYC DOE, and they will be conducting public presentations of their findings.
5. Tutoring a 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. New extension classes are in development; they depend on per session spending, and if they a feasible, they will be implemented by Vanguard staff to ensure new courses (54 hours) in order to help students make up for credits that were lost and cannot be regained through limited targeted credit recovery courses.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

*See Parent Involvement Policy (attached)*

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Create New Opportunities for High Performing Students to Enroll in Accelerated Academic Courses and Enrichment Programs.**

- During the 2013-2014 school year, at least 30% of all students at Vanguard will participate in after school activities, internships, college courses, clubs and/or enrichment courses.
- In 2013-2014, Vanguard High School will offer students a range of existing and new enrichment initiatives designed to improve engagement and academic enrichment for all students. The programs will include a wide range of volunteer internships, increased opportunities to enroll in college courses in school and on college campuses, participation in quality SAT programs, including two in-school programs sponsored by the YMCA and LPP at Hunter College. In addition to the three new NYS approved history and activism courses that the YMCA offered in our after school program last year, they will offer another course based on their Youth and Government program that will lead to our students participating in a mock New York State Senate hearing.
- The Vanguard Student Government and the Teacher Leadership Team will once again develop a series of after school clubs and programs based on student input and designed to improve engagement for all students.

***Comprehensive Needs Assessment***

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The following excerpt is taken from our latest Progress Report:

GRADE	C	GRADE	SCORE RANGE
		A	6.9 or higher
		B	5.2 - 6.8
		C	3.3 - 5.1
		D	2.4 - 3.2
SCORE	5.2	F	2.3 or lower
	(out of 10)		

College and Career Readiness represents 10% of the total score. The College and Career Readiness section measures how well students are prepared for life after high school on the basis of passing advanced courses, meeting English and math standards, and enrolling in a post-secondary institution. Please see the Additional Information page for further details on these measures.

**College Readiness**

These metrics measure the percentage of students in the 2011 and 2013 cohorts (all students who entered high school four years earlier) who graduated and met the Regents exam, SAT, and/or course standards for passing out of remedial coursework at the City University of New York (CUNY), by August 2013. Students from the 2011 cohort also count positively if they enroll and persist in college through the beginning of their third semester.

	THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
Four-Year Non-Remediation Index (n = 95)	28.4%		100.0%		60.9%	1.50	1.35
College Readiness Rate (including persistence) (n = 89)	41.6%		41.0%		39.2%	2.50	1.01

**Postsecondary Enrollment Rate**

These metrics measure the percentage of students in the 2010 and 2012 cohorts (all students who entered high school four years earlier) who graduated and enrolled in public service, a vocational program, or a degree program at a two- or four-year college by December 31, 2012.

	THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
Postsecondary Enrollment Rate - 6 Months (n = 91)	59.3%		69.3%		56.8%	1.50	0.99
Postsecondary Enrollment Rate - 18 Months (n = 89)	57.3%		43.6%		42.2%	1.50	0.65

**College and Career Preparatory Course Index**

This metric measures the percentage of students in the 2013 cohort (all students who entered high school four years earlier) who have successfully completed approved rigorous courses and assessments (please see the Additional Information page for more information on this index).

	THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
College and Career Preparatory Course Index (n = 95)	24.2%		43.7%		31.6%	3.00	1.22

TOTAL POINTS 10.00 5.22

**College and Career Readiness**

Students in the Lowest Third Citywide, CCPCI* (n=37)	10.8%	38.9%	0.151	2.00	0.64
Students in the Lowest Third Citywide, Four-year CRI** (n=37)	10.8%	38.9%	0.501	2.00	2.00
Students in the Lowest Third Citywide, PER+ by Six Months After High School (n=53)	45.3%	58.2%	0.049	2.00	1.29

While our Four Year Non-Remediation Index was above both the Peer and City Averages, all of the other College and Career Readiness Indices for students were lower than the corresponding measures in 2011-2012. We intend to make a more intentional, direct program for maximizing student participation in advanced college level courses as part of our push to improve our College and Career Readiness scores. In order to maximize the power of our enrichment initiatives for all students, our programs will need to be more diverse and widen the potential candidate pool for advanced course work. 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***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. 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.
2. SAT preparation through Let's Get Ready (YMCA) and ATLAS (LPP) will be offered to all students during the spring term.
3. New school clubs have been created by the Vanguard Student Government and the Teacher Leadership Team; the clubs include Drama, Music, Philosophy, Gaming, and Dance.
4. 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.

**B. Key personnel and other resources used to implement each strategy/activity**

1. The guidance counselor is our College Now liaison, and she will help coordinate recruiting for both the in-school programs and external College Now opportunities.
2. YMCA and LPP personnel will coordinate their SAT programs directly with the principal and assistant principal to ensure that the programs reach the maximum number of Vanguard students who qualify. Assessment of the effectiveness of both programs will be examined by the principal, assistant principal, guidance counselor and data specialist after SAT results are reported.
3. Staff members and student leaders have volunteered to run new enrichment clubs and activities. They will conduct a Club Fair for the entire community to recruit participants.
4. The YMCA staff has created a schedule for all after school classes, and they are responsible for recruitment subject to guidelines based on the Federal and State grants that fund their work with our students.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. College Now targets include providing at least 15% of students at Vanguard with 3 or more College credits by the end of the 2013-2014 school year. The guidance counselor compiles the data from College Now officials and shares the information with the principal, assistant principal, data specialist and the Teacher Leadership Team.
2. Analysis of the YMCA after school programs are an important part of the YMCA and LPP process for reporting their data to Federal and State agencies that provide grants for their work with Vanguard students. The SAT data is shared with Vanguard 's guidance counselor when the results of the SAT arrive, and then the partners and the administrators at Vanguard review the data in order to determine the effectiveness of the programs. We hope that at least 50% of the students enrolled in these programs show an increase of at least 100 points after receiving test preparation.
3. The participation in the clubs is combined with academic results for the students who sustain participation throughout each semester. The administration and data specialist compile data looking for positive correlations between participation in enrichment activities, school attendance and academic performance. We hope that at least 50% of the participants demonstrate improvement in either attendance or

academic performance by the end of each semester.

- The final grade data for the YMCA courses is reviewed by administration and the data specialist at the end of each semester. We hope that participation in the program demonstrates gains in credit accumulation and academic performance for at least 50% of the student participants by the end of the year.

**D. Timeline for implementation and completion including start and end dates**

- All of the college readiness and enrichment activities – including College Now, YMCA and LPP SAT preparation, clubs and enrichment activities, and after school YMCA courses - will be offered from September 2013 through June 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- College Now courses are offered free of charge to our student who qualify by virtue of their exemplary performance on the ELA Regents. The courses have been incorporated into our daily schedule, as well as offered to students on college campuses after school.
- 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.
- The SAT programs offered by the YMCA and LPP are free of charge to our students and are funded through our partners with Federal and State support. The programs are offered after school in our building as well as off-campus locations after school and on the weekends.
- Vanguard staff members are dedicating their time to the maintenance of after school clubs, which are designated as per session activities subject to availability of funds. The materials for the clubs are being provided by Materials for the Arts.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

*See Parent Involvement Policy (attached)*

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Align Curriculum Maps and Performance-Based Assessments to Common Core Standards.**

- By June 2014, we will update and align the performance-based assessment tasks in math, science, history and literature to the Common Core Standards for all students including students with disabilities and ELL students.
- 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**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**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**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- 1. 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.**
- 2. All of our teachers will be working directly with the NYC Performance Based Consortium to create sustainable models for capturing CCS alignment for PBATs.**

**B. Key personnel and other resources used to implement each strategy/activity**

- 1. All departments will be collaborating to update and extend the alignment project. Each team will need a CCS representative to make sure the alignment is captured accurately. This includes capturing new PBATs that are designed by teacher teams during the fall and spring semesters.**
- 2. Per session funds will be used for CCS representatives to support their work on capturing alignment and their after school collaborations with other teachers from NYC Performance Based Consortium schools.**

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1. By June 2014, the administration will review and give feedback on the alignment tools, being sure that we have captured the alignment accurately. We hope that we have aligned at least 75% of our curriculum and PBATs by the end of the year.**

**D. Timeline for implementation and completion including start and end dates**

- 1. The work starts immediately in September 2013 and will continue through June 2014.**

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 1. 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.**

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

*See Parent Involvement Policy (attached)*

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.							

**Goal and Action Plan #4**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Improve Special Education compliance by re-structuring the PPT and creating new systems to more effectively capture information in SESIS/CAP.**

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State

academic content and student achievement standards.

**The Special Education compliance measures once again indicated that we a much more effective way to capture our services in SESIS. While we continue to do well in terms of classroom instructional support for our students, the clerical pieces of special education compliance, including Annual Reviews and SESIS data entry, need dramatic improvement.**

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

- 1. We need to increase the number of qualified special education teachers at Vanguard. When the budget for 2013-2014 is released, we will have the resources to open another special education vacancy. With approximately 100 special education students, we need at least 4 special education teachers at Vanguard to offer the inclusion programs we have designed and complete clerical duties.**
- 2. We plan to streamline the process of capturing Present Levels of Student Performance by using the Comments section in Jumprope. This should help the team retrieve and incorporate the very latest data regarding student performance much more quickly and efficiently when writing new IEPs.**

#### **B. Key personnel and other resources used to implement each strategy/activity**

- 1. We will start searching for qualified special education candidates, being flexible in terms of full or part time candidates to supplement our current ICT inclusion classes, SETTS offerings and clerical pieces in SESIS.**
- 2. We will do a full staff PD on the benefits of using IEP Related Comments in Jumprope to assist the special education team in preparing accurate, up-to-date IEPs.**

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1. The administration, the PPT and the special education team will examine compliance progress made by critical deadlines, including the December Register Analysis deadline, Mid-Year Compliance Report, and the Final Compliance Report in June 2014. We plan to have additional teacher support for the spring term by sharing a special education teacher with another Consortium school, followed by creating a full vacancy for a new special education position by the time the Open market starts in spring 2014. We hope that our short-term and long-term adjustments allow us to improve our SESIS and clerical compliance scores by at least 30% in 2013-2014.**
- 2. We will review our new process for capturing the Present Levels of Student Performance at the end of the year. We hope that the feedback from the SBST demonstrates that the process has become faster and easier, measured by a 50% decrease in the wiat time for teacher reports as compared to 2012-2013.**

#### **D. Timeline for implementation and completion including start and end dates**

- 1. The new vacancy will be posted in the fall semester and filled before the start of the spring semester.**
- 2. The Jumprope PD will be conducted in the fall semester and utilized all year.**

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 1. The principal, the PPT and the special education team will be responsible for recruiting, interviewing and supporting new teachers. Per session will be provided for additional clerical training in SESIS for the entire special education team, including any new staff that joins our team this year.**
- 2. The special education team will be responsible for full staff PD regarding SESIS and Jumprope to streamline PLOP contributions to IEP writing.**

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

*See Parent Involvement Policy (attached)*

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #5**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<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>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• All students receive an initial DYO assessment for mathematical concepts when they arrive. These assessments provide the information necessary to develop a plan for each student and assessments are periodically given during the school year in order to assess progress.</li> <li>• Because our school focuses on six habits of Mind, we have aligned tem with the appropriate NCTM Process Strands. Students aim to move toward</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>

the “expert” level of each Habit of Mind and corresponding Process Strand.

- Making Connections (Connections)
- Using Evidence (Reasoning and Proof; Representation)
- Considering Viewpoints (Communication)
- Being Metacognitive
- Asking Significance (Problem Solving)
- Asking “What if” /Conjecture (Reasoning and Proof)

Students are evaluated on their progress within each of the six Habits of Mind listed above using the Dreyfus Model of Skill Acquisition that ranges from Novice, Advanced Beginner, Competent, Proficient and Expert. Students’ Graduation Portfolio Oral Defense focuses on evaluating student growth in each of the above listed Habits of Mind. The math team is also beginning to study and incorporate the Common Core Standards in Mathematics, which are quite similar to the NCTM standards already in use.

- 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.
- After school tutoring is available three days a week throughout the year.
- 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.
- Since 2007-2008, our students have had the opportunity to take an

	Advanced Placement Calculus Course.		
<b>Science</b>	<ul style="list-style-type: none"> <li>9TH graders take a semester long inquiry-based robotics course. This provides an active learning environment.</li> <li>10th Grade Science life science students are coached to present in a roundtable format at mid-year.</li> <li>11th and 12th 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>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Humanities (Integration of English and Social Studies) focus on authentic research and written analysis of history through drafts and revisions of assignments, exhibitions and portfolios</li> <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>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>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<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</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>	<ul style="list-style-type: none"> <li>During school day</li> <li>After school programs</li> </ul>

	<p>spends most of his time on educational evaluations and doing 3 year updates on students with IEPs.</p> <ul style="list-style-type: none"> <li>• We are fortunate to have a full time psychologist on the staff of the Mt. Sinai Adolescent Health Clinic located in our building. Students are referred to her by Vanguard's social worker and social work interns.</li> <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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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

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.

**High Quality and Ongoing Professional Development**

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

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.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs,

Head Start, etc.).

Every year, we combine the necessary funds from federal, state and local agencies to set aside one hundred dollars per student for all of our students who are identified as living in Temporary Housing. The RATH report in ATS identifies students who are living in the following categories: Double Up; Shelter; Other Temporary Living Situation; Unaccompanied Youth. After setting the money aside with help from Network CFN 113, we conduct a needs analysis for each student/family to ascertain the best use of the funds to support students.

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

#### **Measures to Include Teachers in Decisions Regarding Assessments**

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

As a member of the New York City Performance Based Consortium, all of our teachers have a voice in terms of the development of performance assessments. Teacher teams create PBATs in collaboration with other educators at Consortium schools, and we adhere to the Consortium rubrics that have been approved by New York State. Teachers also participate in Consortium Professional Development sessions, including the Moderation Studies and PBA Task Analysis meetings that allow for important feedback for the constant maintenance and revision of rigorous PBAT work. Our teachers also use ATLAS Thinking Routines developed by Project Zero at Harvard to design authentic formative assessments for use in classes on a daily basis.

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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

**SCHOOL-PARENT COMPACT**

**REQUIRED OF ALL SCHOOLS**

**MAY BE LAST YEARS BUT MUST BE UPDATED**

• **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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

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

Principal <b>William Klann</b>	Assistant Principal <b>Erica Doyle</b>
Coach <b>Erica Doyle</b>	Coach
ESL Teacher <b>Jennifer Cruz-Flores</b>	Guidance Counselor <b>Leylah Bighach</b>
Teacher/Subject Area <b>Nancy Gonzalez/Humanities</b>	Parent <b>Vilma Moreno</b>
Teacher/Subject Area <b>Dorota Caetano/Math</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Jo-Ann Grande</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Allison Sheehan</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>6</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<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>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>469</b>	Total number of ELLs	<b>26</b>	ELLs as share of total student population (%)	<b>5.54%</b>
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## Part II: 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained														0
Push-In										9	6	7	4	26
<b>Total</b>	0	0	0	0	0	0	0	0	0	9	6	7	4	26

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	9	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	3			9		3	14		7	26
Total	3	0	0	9	0	3	14	0	7	26

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	6	5	3	23
Chinese												2	1	3
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>9</b>	<b>6</b>	<b>7</b>	<b>4</b>	<b>26</b>								

\*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**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										9	6	5	3	23
Chinese												2	1	3
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	9	6	7	4	26

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										6	4	4	1	15
Advanced (A)										3	2	3	3	11
Total	0	0	0	0	0	0	0	0	0	9	6	7	4	26

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										0	0	0	1
	A										4	2	2	0
	P										5	4	5	2
READING/ WRITING	B										0	0	0	0
	I										3	1	2	1
	A										4	2	4	1
	P										2	2	1	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 (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	9		6	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We give the QRI (Qualitative Reading Index) to every student who enters our school, and this test is administered at least three times in every grade. The initial data from this test is shared with the entire staff, and we use it to create literacy supports for all of our students, including ELLs. Most of our students arrive after scoring Level 1 or Level 2 in their ELA and Math proficiencies in Middle School, and the QRI allows us to dig more deeply into actual literacy performance before we consider support programs. All ninth and tenth grade students are required to take a Reading and Writing Workshop course each semester, which is geared towards improving students' foundational literacy skills. Because Reading and Writing classes are especially small in size, teachers are afforded the ability to provide ELLs with extra attention. Moreover, those students with very low proficiency levels in reading and writing are placed in the Wilson's Reading Writing Workshop program which consists of even smaller class sizes and one-on-one attention.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
2012-2013 NYSESLAT results reveal the following distribution of proficiencies among our ELLs: 0 beginners, 15 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.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

In general, we see a pattern that our ELL students perform higher on the speaking/listening sections than the reading/writing sections. This informs decisions in both the Humanities and our literacy department as we design differentiated supports for written communication and reading comprehension. We incorporate ATLAS Thinking Routines and graphic organizers that focus on differentiating instruction, and we track proficiency in the Common Core Standards and a wide range of literacy skills in Jump Rope, our online standards-based grading system. The data reveals that our ELL population achieves at levels similar to our general population provided they attend school and take advantage of the ELL supports we have put in place in Reading Writing Workshop.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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. 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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Vanguard uses a number of interim assessments to inform instruction for students. In read and Writing Workshop and Humanities classes, students are assessed using the 6+1 traits of writing. Read and Writing Workshop also used the Qualitative Reading Inventory (QRI) to assess students' literacy abilities. The math department gauges student understanding using regular "understanding checks" (which are aligned with math proficiency standards), and the science department evaluates student understanding using scientific inquiry/literacy checks. The Data Specialist works with departments to analyze data at the individual class and grade level. Data is

also disaggregated by ELL status (among other demographic variables) and teachers' direct attention to skill, content areas, and student subgroups demonstrating challenges. We enroll students who perform at the lowest levels and demonstrate persistent challenges in the Wilson literacy program and the Math Foundations program—each of which offers students supplemental reinforcement of the foundations. We believe the above system of using assessment to determine interventions and teaching strategies ultimately makes content and language instruction more comprehensible to students.

6. How do you make sure that a child's second language development is considered in instructional decisions?

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 performance on the NYSESLAT to track the success of our program.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The principal, data specialist and the ELL teacher meet regularly to examine the performance levels and growth of all ELLs. We also track student progress via Jump Rope, our online standards-based assessment tool that tracks proficiency and mastery levels in terms of skills and the Common Core Standards. Revision of our interventions are considered every semester depending on the trends and patterns we see in the data.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) 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.
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.

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.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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 3 of our ESL students' parent did not choose to participate in our ELL program.

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.

Vanguard only offers ESL students freestanding ESL immersion services; all students with prior ELL designation are considered for potential services when they enter our school community. In all cases, we consult with parents about our service program, and we provide translation services for the meetings. All forms of written communication with parents are provided in English and the appropriate Native Languages.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Jennifer Cruz-Flores, our ELL teacher and liaison, conducts all of the NYSESLAT testing. We cover her classes and provide a quiet environment for all test taking. Jennifer is in touch with our network (CFN 113) and follows the prescribed timelines for administering, scoring and submitting all exams.

6. 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.) 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. 

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 V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- 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])?

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.

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)?

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.

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 foster language development and meet the demands of the Common Core Learning Standards.

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 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.

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

Vanguard employs a freestanding immersion ESL program for students in grades 9-12—ESL students receive all instruction in English with Native Language support. Evaluations are given in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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.

In all of the curricular and extra-curricular programs, we place a great deal of emphasis on reading/writing/speaking and listening. Specific ATLAS Thinking Routines are employed in every classroom to encourage growth in all four modalities. Preparation for the Performance Based Assessments also require students to use all four modalities - and to prove proficiency in each in order to qualify for graduation presentations in every subject.

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.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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.

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 9th and 10th 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.

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

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.

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

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.

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

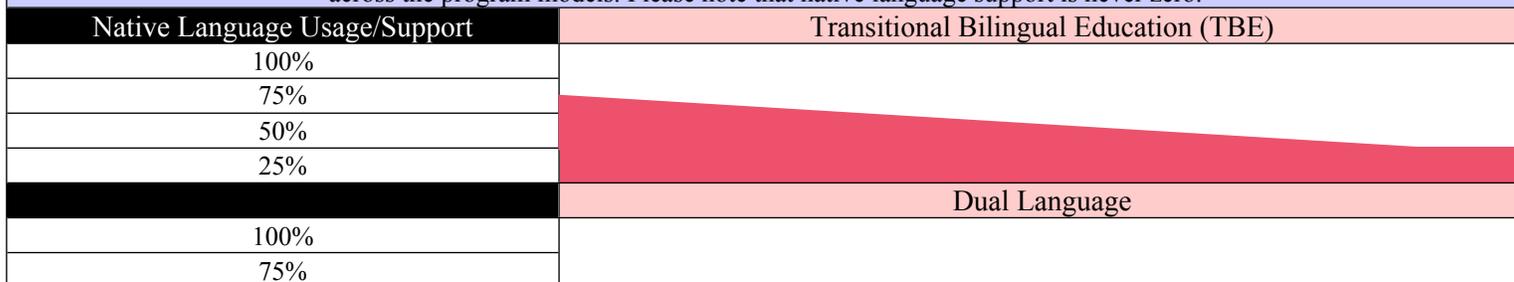
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 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

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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

9. 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.

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.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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). We believe that the data indicates positive results for ELL students who attend school on a regular basis and take advantage of the supports we have put in place.

11. What new programs or improvements will be considered for the upcoming school year?

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).

12. What programs/services for ELLs will be discontinued and why?

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

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

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.

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 the fulfills the same language elective requirement.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Across both Mathematics and Humanities instruction, teachers design materials 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
- Record their oral arguments for use in PBAs
- Present information and PBAs with visual representations
- Use Powerpoint and Prezi and instructional and presentation tools for visual learners

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Not applicable.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Supports are created for students performing below grade level, and the services are based on diagnostic detail from specific exams and performances (QRI, LAB-R, NYSESLAT, PBAs).

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).

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Before the year starts, ELL students attend a bridge program in the summer that helps them understand the culture of our school community. The summer bridge also allows teachers to work with students to identify areas of strength and areas of concern in terms of literacy, pragmatic speech and written communication. We provide written and spoken translation service for students and parents who attend the bridge.

After coming to Vanguard, ELL students take part in every aspect of student life at Vanguard, including clubs (Drama, Music, Knitting, Judo, sports) and voluntary service experiences (Student Government, internships). All of the extracurricular activities are language-rich environments that encourage growth in all four modalities.

18. What language electives are offered to ELLs?

Spanish is currently the only language offered in our school. All students take the complete cycle of Spanish required by NYS - unless they have an IEP and are exempt from the requirement (LOTE).

19. For schools with dual language programs:

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

Not applicable.

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 o 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).

## E. 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)
William Klann	Principal		11/15/13
Erica Doyle	Assistant Principal		11/15/13
	Parent Coordinator		11/15/13
Jennifer Cruz-Flores	ESL Teacher		11/15/13
Vilma Moreno	Parent		11/15/13
Nancy Gonzalez	Teacher/Subject Area		11/15/13
Dorota Caetano	Teacher/Subject Area		11/15/13
Erica Doyle	Coach		11/15/13
	Coach		11/15/13
Leylah Bighach	Guidance Counselor		11/15/13
Allison Sheehan	Network Leader		11/15/13
	Other		11/15/13

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 02M449 School Name: Vanguard High School

Cluster: 1 Network: CFN 113

**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 return, administrative personnel contact the homes to speak to the parents and to give a friendly reminder to complete the forms. Only 5 of our ESL students' parent did not choose to participate in our ELL program.

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

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

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

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

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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.