

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M449

School Name:

VANGUARD HIGH SCHOOL

Principal:

WILLIAM KLANN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Vanguard High School School Number (DBN): 02M449
9-12
Grades Served:
School Address: 317 East 67th Street New York, NY 10065
Phone Number: 212-517-5175 Fax: 212-517-5334
School Contact Person: William Klann Email Address: WKlann@schools.nyc.gov
Principal: William Klann
UFT Chapter Leader: Scott Livingstone
Parents' Association President: Kioka Jones
SLT Chairperson: Erica Doyle
Title I Parent Representative (or Parent Advisory Council Chairperson): Caroline Fonseca
Student Representative(s): Alan Fonseca
Ryan Ricketts

District Information

District: Consortium Affinity Superintendent: Kathy Pellas
335 Adams Street, Room 508
Superintendent's Office Address: Brooklyn, NY 11201
Superintendent's Email Address: KPelles@schools.nyc.gov
Phone Number: 718-923-5181 Fax: TBA

Borough Field Support Center (BFSC)

BFSC: Consortium Affinity Director: Alexandra Anormaliza

131 Livingston St. Room 607 Brooklyn, NY 11201

Director's Office Address:

AAnorma@schools.nyc.gov

Director's Email Address:

781-935-5618

TBD

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
William Klann	*Principal or Designee	
Scott Livingstone	*UFT Chapter Leader or Designee	
Kioka Jones	*PA/PTA President or Designated Co-President	
Loreen Rodriguez	DC 37 Representative (staff), if applicable	
Caroline Fonseca	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Alan Fonseca	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ryan Ricketts	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tracey Singer	CBO Representative, if applicable	
Tessa Benau	Member/ Teacher	
Charan Morris	Member/ Teacher	
John Moore	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Erica Doyle	Member/ Assistant Principal	
Sandra McNally	Member/ Parent	
Angela Holmes	Member/ Parent	
Samira Rahb	Member/ Parent	
Celina Rivera	Member/Parent	
Carmen Nieves	Member/ Parent	
	Member/	
	Member/	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Mission Statement:

Vanguard High School is a community of learners committed to cultivating the resources necessary to become literate, articulate, analytical, reflective and empathetic citizens. Respect for self and others is the motivating force toward achieving our goal of becoming socially productive, useful and responsible members of society.

Contextual Information:

Vanguard High School began twenty-one years ago as part of the Annenberg Initiative for School Reform, and the Networking Project. Our school's commitment is to the Coalition of Essential Schools (CES) and the New York State Performance Standards Consortium. CES is a national organization, dedicated to helping all students achieve their highest potential through nurturance, guidance, and providing the appropriate resources. Our commitment enables us to create a school that has high expectations; possesses shared accountability between staff, students, and families; is student centered; and uses performance-based instruction and assessment as the dominant method of teaching, learning, and evaluation.

Habits of Mind

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

In this process, students deepen their understanding of Habits of Work: punctuality, organization, cooperation, revision and focus. While courses at Vanguard all cover unique content, one thing is similar throughout. This is the focus on developing students' "Habits of Mind":

- Using evidence: How well does the student use evidence to support his/her opinions or conclusions?
- Considering Viewpoints: Does the student consider other points of view?
- Making Connections: Can the students make connections between different topics, areas and courses?
- Seeking Significance: Is the student able to see the relevance of our studies?
- Asking 'what if?': Does the student see various factors in an argument and ask what if something were changed?
- Being Metacognitive: Can the student reflect on their own thinking process by being meta-cognitive?

Educational Philosophy

Vanguard's Educational Philosophy guides all our school decisions

At the root of Vanguard's Educational Philosophy stand 10 Coalition of Essential School Common Principles.

Throughout Vanguard's history, these 10 principles have always guided our practice as educators and administrators:

1. The school should focus on helping young people learn to use their minds well. Schools should not be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose.
2. The school's goals should be simple: that each student masters a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by "subjects" as conventionally defined. The aphorism "less is more" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.
3. The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of students.
4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students in the high school and middle school and no more than 20 in the elementary school. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.
5. The governing practical metaphor of the school should be student-as-worker, rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.
6. Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Students not yet at appropriate levels of competence should be provided intensive support and resources to assist them quickly to meet those standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, should be used to better understand the learner's strengths and needs, and to plan for further assistance. Students should have opportunities to exhibit their expertise before family and community. The diploma should be awarded upon a successful final demonstration of mastery for graduation – an "Exhibition." As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of credits earned" by "time spent" in class. The emphasis is on the students' demonstration that they can do important things.
7. The tone of the school should explicitly and self-consciously stress values of un-anxious expectation ("I won't threaten you but I expect much of you"), of trust (until abused) and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized. Parents should be key collaborators and vital members of the school community.
8. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.
9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of 80 or fewer pupils substantial time for collective planning by teachers on the high school and middle school levels and 20 or fewer on the elementary level, , competitive salaries for staff, and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional schools.

10. The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.

Student Population:

Vanguard is a high school with 450 students from grade 9 through grade 12. The school population comprises 27% Black, 60% Hispanic, 4% White, and 9% Asian students. The student body includes 8% English language learners and 25% special education students. Boys account for 47% of the students enrolled and girls account for 53%.

Framework for Great Schools

Progress and Area of Focus

According to our 2014-2015 Quality Review, we earned “Well Developed” in 4.2 (Teacher teams and leadership development), 1.2 (Pedagogy), 2.2 (Assessment), and 3.4 (High Expectations). All of these were areas of celebration, and excerpts from the Quality Review highlight the progress that we have made in each of these areas:

Excerpts from 4.2, Teacher teams and leadership development

[Framework Components - Collaborative Teachers, Effective School Leadership, Trust]

Findings

All teachers are engaged in consistently examining teacher practice and student data within inquiry-based structured professional collaborations. Distributed teacher leadership is embedded across all areas of the school.

Impact

School-wide instructional coherence is seen throughout all classrooms and teachers play an integral role in key decisions that affect teaching and learning across the school resulting in increased student achievement.

Supporting Evidence

- All teachers regularly meet in department and grade level teams, as well as in informal learning groups, to review student and teacher work products to ensure alignment to the Common Core Learning Standards and share best practices for increasing student achievement.
- The principal meets weekly with the school’s teacher leadership team which is composed of representatives from all teacher teams who agree to serve on the leadership team for at least a year to a year and a half.
- Yearly rotation of teachers on the Teacher Leadership Team allows for all staff members to assume a leadership role at the school, creates accountability among teachers within their teams, and allows all voices and new ideas to regularly be heard.
- The role of the leadership team is to ensure that student scholarship, observation trends, professional development, and issues related to the social emotional support of students is consistently discussed. Data connected to these areas is analyzed at a team and school-wide level.
- Teachers have a strong voice in school-wide decisions that pro-actively drive the direction of the school.

Excerpts from 1.2, Pedagogy

[Framework Components - Rigorous Instruction, Supportive Environment]

Findings

Across the vast majority of classrooms, teaching strategies strategically provide multiple entry points and high-quality supports for all learners. Student discussion and work products reflect high levels of student thinking, participation and ownership.

Impact

In the vast majority of classrooms, all students, including English language learners and students with disabilities, are motivated and actively engaged in classroom activities and discussions, resulting in them producing meaningful work products that prepare them for college and career.

Supporting Evidence

- In classrooms visited, strategies to promote higher levels of students thinking and discussion were consistently seen.
- Teaching strategies to encourage students to defend their ideas were consistently seen across the vast majority of classrooms.
- Teachers used a variety of strategies to ensure all students could access the material.
- When asked, the vast majority of students could articulate what they were learning and why it was important.

Excerpts from 2.2, Assessment:

Findings

Across the vast majority of classrooms, teachers use assessments and rubrics aligned to the school's curricula to provide actionable feedback to students and teachers. Across the school teachers use common assessments to track student progress and make adjustments to curricula and instructional decisions.

Impact

The monitoring of student progress at the teacher team and classroom level results in all students' having a clear understanding of their next steps for demonstrating mastery in all content areas and in increased student achievement.

Supporting Evidence

- The use of rubrics accompanied by specific actionable feedback from teachers to students and students to students is an established ritual for improving student achievement across the school.
- Student work displayed in classrooms, hallways, and in student writing folders, included rubrics and targeted feedback from teachers.
- The school has developed a coherent school-wide assessment plan that includes baselines, benchmarks, and end line assessments in all classes.
- During teacher team meetings, teacher regularly examine student work products and use the data to adjust curricula and instructional supports.
- Teachers and students spoke to having goals in all of their classes.

Excerpts from 3.4, High Expectations

[Framework Components - Rigorous Instruction, Supportive Environment, Effective School Leadership, Strong Family-Community Ties]

Findings

School leaders consistently communicate high expectations to the entire staff. Staff has established a culture that provides all students with clear, focused, and effective feedback, guidance, and ongoing support with college and career.

Impact

A culture of mutual accountability exists between all staff members. Students are motivated to own their own educational experience and support their peers so that they are prepared for college and career decisions.

Supporting Evidence

- The school is a PROSE school and teachers have accepted responsibility for implementing a strong school-wide inter-visitation program that is driven by the teachers and targeted to specific areas of need across the school.
- The school has a very detailed professional development plan that was collaboratively created to support the school's instructional learning goals.
- Teachers take ownership of their own learning and consistently challenge and support one another.
- Students are taught to own their own education and to manage their own progress. Students spoke about how they use
- The school offers a number of different opportunities to support students with college and career readiness so that all students can own their educational path.
- All students take mandated college readiness classes, visit colleges beginning in ninth grade, attend guest speaker series held at the school, and receive various supports from many of the school's outside partners such as the Vanderbilt YMCA, Liberty Partnership at Hunter College, STEP UP, Girls Who Code, The Mouse Squad, the International Youth Leadership Initiative and the Teachers College Inclusive Classroom Project.

Area of Focus – 1.1 Curriculum (Proficient)

[Framework Component - Rigorous Instruction]

**The following excerpt from the Quality Review highlights many positive aspects of 1.1; even so, the debrief clearly indicated that we have room to increase our continuity between grades and subjects in terms of the curriculum maps and how they illustrate rigorous standards while capturing modifications and adaptations for various groups of students, including ELLs and students with special needs.*

Findings

School leaders and faculty ensure curricula are aligned to Common Core Learning Standards and the instructional shifts. Higher order skills are consistently emphasized in curricula and tasks across grades and subject areas for all students.

Impact

The school's purposeful curriculum decisions build coherence and promote cognitive engagement and college and career readiness for all learners, including English language learners (

Supporting Evidence

- A review of written lesson plans across all content areas revealed that in-class learning targets consistently emphasize rigorous habits and higher order thinking skills such as evaluating a speaker's point of view and their use of evidence to defend their ideas, developing logical arguments, analyzing information from multiple sources, and applying concepts in real world situations.

- A review of written lesson plans revealed scaffolds and entry points such as the use of graphic organizers, purposeful grouping, differentiated tasks, flexible use of time, one to one conferencing, student choice, and the identification of key vocabulary so that all learners including English language learners and students with disabilities, can demonstrate their thinking.
- Key Area of Focus - Fully incorporating differentiated instructional strategies into all lesson and unit plans.
- Key Area of Focus - Capturing a more coherent four year sequence in every content area by making links between the unit plans, 9-12 grades.

02M449 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	490	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				8
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	2	# Drama
				1
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	71.5%	% Attendance Rate	85.0%	
% Free Lunch	73.6%	% Reduced Lunch	3.6%	
% Limited English Proficient	6.2%	% Students with Disabilities	23.2%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American	25.8%	
% Hispanic or Latino	57.1%	% Asian or Native Hawaiian/Pacific Islander	9.8%	
% White	5.1%	% Multi-Racial	0.4%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	35.4%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)	4.97	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	75.4%	Mathematics Performance at levels 3 & 4	s	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	79.7%	% of 2nd year students who earned 10+ credits	68.0%	
% of 3rd year students who earned 10+ credits	71.9%	4 Year Graduation Rate	74.8%	
6 Year Graduation Rate	75.8%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

A comprehensive review of our academic program in terms of “Rigorous Instruction” revealed the following strengths and priority needs:

Strengths :

- Shifts to the Common Core especially in literacy; survey data revealed that 95% of our stakeholders believe that literacy shifts to Common Core have been effective, 5 percentage points above the Citywide average.
- Our survey also indicated that we surpassed Citywide averages for Course clarity (91%) and Quality of Student Discussion (82%).
- The Quality Review indicated that lessons emphasized rigorous tasks - and that high expectations for advanced cognitive reasoning were clear.
- We regularly review student data, including credit accumulation, graduation rate and 4 year college readiness rates in order to inform our decisions about academic, social and emotional interventions to keep all student on pace for 4 year graduation and college readiness.

Priority Needs :

- We need to revise and align our units and performance tasks to more accurately capture differentiation, both in terms of curriculum and instructional moves in the classroom.
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Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Align Curriculum Maps and Curriculum Units to Common Core Standards and clearly indicate all modifications, multiple entry points and accommodations for all students.

By June 2016, we will update and align the performance-based units and tasks in math, science, history and literature to the Common Core Standards embedded in the Instructional Expectations for 2014-2015 for all students including students with disabilities and ELL students. By the end of the year, 90-100% of every curriculum units and tasks in Math, Humanities, and Science will be aligned and submitted to the administration for review and verification.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>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 2014-2015 directly into their lessons, units, and assessments, including the final Understanding Checks and Performance Based Assessment Tasks designed by the department.</p> <p>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.</p> <p>3. Curriculum Maps, Unit Plans and Lessons will be aligned with CCS and will be digitally shared with the administration. Structures will be put in place to accurately link curriculum, instruction and assessment with regards to rigor and differentiation/adaptations/modification.</p>	<p>All students in every grade, including ELLs and students with disabilities, will be the central focus of the work in question.</p>	<p>The work starts immediately in September 2015 and will continue through June 2016.</p>	<p>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</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
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.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By June 2016, 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 90% of our curriculum maps, unit plans and PBATs by the end of the year.
We will check our progress toward this goal on February 1, 2016 when the full staff will conduct Tuning Protocols on units and performance tasks before submitting their unit and assessment revisions to administration. The full staff meeting will also include reflections on the January graduation PBATs, in terms of the construction of the tasks and the student performances. The expectation is that all units in every content during the fall term are completed, accurately capturing intentional differentiation in terms of curriculum, instruction and assessment.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

A comprehensive review of our academic program in terms of “Rigorous Instruction” revealed the following strengths and priority needs:

Strengths:

- 95% of parents surveyed are satisfied with the education their child has received, higher than the City and Borough averages.
- Our new Student Led Committee (SLC) process for Parent Teacher Night has been an incredible success, increasing parent participation by 25% compared to four years ago.
- Software like Jumprope and School Messenger has improved our communication with parents overall.
- According to the survey, positive feelings about teacher outreach to parents (94%) is greater than the Citywide average.

Priority Needs:

- Only 27 % of parents completed the survey, calling into question the validity of the results.
- Our SLT attendance varies wildly, and many parents cannot sustain a commitment to the group.
- According to the survey, parent involvement in the school (56%) lags behind the Citywide average (61%).
- We have not yet created a viable Parent Newsletter.
- We do not have a Parent Coordinator.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will increase parent participation in our school by 20% as measured by participation in SLT, SLCs and parent participation in the creation and maintenance of a Parent Newsletter about events in our community. Parent participation in the survey will increase 5% by 2016 as well.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>We will create a parent outreach inquiry group comprised of teachers and students to work on parent recruitment and communication. Their efforts will also include the technical pieces required by initial efforts to create a parent newsletter and specific events for parents to pull them in on days other than SLCs.</p>	<p>Teachers and students in each advisory (20) to ensure participation by every advisory group.</p>	<p>The work starts immediately in September 2015 and will continue through June 2016.</p>	<p>Administration and the Data Specialist will introduce this new initiative at the staff retreat in August, 2015. The Teacher Leadership Team will maintain focus on the efforts by making it part of their rolling agenda throughout the year.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Per session funds will be used for teachers who work on the inquiry committee. Students who serve on this committee will be given various incentives, including food at meetings after school.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

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

The Teacher Leadership Team and the SLT will keep this initiative on their rolling agenda to constantly look at the impact the new efforts have on parent participation.

During our final parent conferences/SLCs in February, we will survey the parents regarding the new initiatives and any impact they felt in terms of improving parent outreach and communication at Vanguard High School. The results of the surveys will be shared with the Teacher Leadership Team and School Leadership Team for analysis of our progress and to plan next steps for the spring term.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Recommendations directly in IEPs for students with disabilities, including recommended ICT, SETTS or counseling services. • Recommendations for accommodations or modifications from ELL department regarding literacy interventions. • Recommendations form administration conferencing and the SBST. 	<ul style="list-style-type: none"> • Qualitative Reading Index assessments at regular intervals to assess literacy diagnostics and growth during the first two years at Vanguard • Two year literacy program for all students, focusing on aspects of literacy development, reading comprehension and expressive/analytical writing • Peer Writing groups for revision and editing in all four years of high school • Proficiency levels are compared to Six Plus One Traits of Writing and Common Core Literacy Standards at regular intervals • ATLAS Thinking Routines are used to help student understand how to use evidence to support claims and 	<ul style="list-style-type: none"> • Whole class instruction • Small group work • One on one tutoring • PBAT project groups 	<ul style="list-style-type: none"> • During school day • After school programs • Tutoring during advisory

		<p>analyze multiple viewpoints</p> <ul style="list-style-type: none"> • 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 		
<p>Mathematics</p>	<ul style="list-style-type: none"> • Recommendations directly in IEPs for students with disabilities, including recommended ICT, SETTS or counseling services. • Recommendations for accommodations or modifications from math department regarding numeracy interventions. • Recommendations from administration conferencing and the SBST. 	<ul style="list-style-type: none"> • 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. • Because our school focuses on six habits of Mind, we have aligned them with the appropriate NCTM Process Strands. Students aim to move toward the “expert” level of each Habit of Mind and corresponding Process Strand. • Making Connections (Connections) • Using Evidence (Reasoning and 	<ul style="list-style-type: none"> • Whole class instruction • Small group work • One on one tutoring • PBAT project groups 	<ul style="list-style-type: none"> • During school day • After school programs • Tutoring during advisory

		<p>Proof; Representation)</p> <ul style="list-style-type: none"> •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 		
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		<p>order to aid students who have failed so that they can recover credit. A summer institute assists students who are close to passing to complete assignments and attain a passing grade.</p> <ul style="list-style-type: none"> •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. •Whole class instruction •Small group work •One on one tutoring •PBAT project groups 		
Science	<ul style="list-style-type: none"> • Recommendations directly in IEPs for students with disabilities, including 	<ul style="list-style-type: none"> •9TH graders take a semester long inquiry-based robotics course. This 	<ul style="list-style-type: none"> •Whole class instruction 	<ul style="list-style-type: none"> •During school day

	<p>recommended ICT, SETTS or counseling services.</p> <ul style="list-style-type: none"> • Recommendations from administration conferencing and the SBST. 	<p>provides an active learning environment.</p> <ul style="list-style-type: none"> •10th Grade Science life science students are coached to present in a roundtable format at mid-year. •11th and 12th graders take semester long courses focusing on Chemistry, Physics, Bio-psychology, and Epidemiology. •Science courses share an emphasis on lab work, written analysis of data and the scientific method 	<ul style="list-style-type: none"> •Small group work •One on one tutoring •PBAT project groups 	<ul style="list-style-type: none"> •After school programs •Tutoring during advisory
<p>Social Studies</p>	<ul style="list-style-type: none"> • Recommendations directly in IEPs for students with disabilities, including recommended ICT, SETTS or counseling services. • Recommendations for accommodations or modifications from ELL department regarding literacy interventions. • Recommendations from administration conferencing and the SBST. 	<ul style="list-style-type: none"> •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 •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 •Students must use different modalities (legal briefs, position papers, ATLAS 	<ul style="list-style-type: none"> •Whole class instruction •Small group work •One on one tutoring •PBAT project groups 	<ul style="list-style-type: none"> •During school day •After school programs •Tutoring during advisory

		Thinking Routines) to demonstrate proficiency in literacy standards imbedded in the social sciences		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Recommendations directly in IEPs for students with disabilities, including recommended ICT, SETTS or counseling services. • Recommendations for accommodations or modifications from SBST, including speech, PT, OT or counseling. • Recommendations from Social Work Team. 	<ul style="list-style-type: none"> •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. •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. •JREC school psychologist spends most of his time on educational evaluations and doing 3 year updates on students with IEPs. •We are fortunate to have a full time psychologist on the staff of the Mt. Sinai Adolescent Health Clinic located in our 	<ul style="list-style-type: none"> •Whole class counseling •Small group counseling •One on one counseling 	<ul style="list-style-type: none"> •During school day •After school programs •During advisory

		<p>building. Students are referred to her by Vanguard’s social worker and social work interns.</p> <ul style="list-style-type: none"> •For ongoing care through the summer, students and their families are referred to the Mt Sinai Adolescent Health Clinic’s main office. •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. •The Social Work Interns are supervised by the Liberty Partnership of Hunter College. •When they deem necessary, they will make a referral to The Mt Sinai Adolescent Health Clinic or another social service provider. •We are fortunate to have a branch the Mt. Sinai Adolescent Health Clinic located 		
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		<p>in our building. The physician's assistant and her staff provide individual support to our students by seeing them at appointment times, by being available for emergencies and by running workshops for students and staff on areas of physical and mental health.</p>		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>In terms of teacher recruitment, Vanguard always seeks teachers who have experience with performance based assessments. We approach our partner organizations to create "list serves" for vacancies with detailed descriptions of the qualifications we seek. Specific organizations post our vacancies to a select teacher databases to attract teachers who are familiar with our programs, including The New York State Performance Standards Consortium, Math for America and Project Zero at Harvard.</p> <p>Teacher teams create systems for mentoring that focus on support for new teachers. These systems include collaborative processes for establishing and re-visiting teacher assignments as well as offering a wide range of academic, social and emotional supports to maintain our excellent record of teacher retention.</p> <p>Administrators, the Teacher Leadership Team and teacher teams all share responsibility for creating and seeking high quality professional development to push teacher practice and student outcomes. Administration reserves budget resources for professional development, including per session for after school experiences, per diem to cover teachers to allow out of school visits and trips, and professional development funds to pay for high quality professional development vendors, including ATLAS, the Teachers College Inclusive Classroom Project, the Academy for Teachers, Lincoln Center Performing Arts, and the Foreign Policy Institute.</p> <p>Base on our analysis of student data, specific departments also target specific teacher skills when recruiting teachers. Examples include:</p> <p>Hiring and training experienced literacy teachers for Reading/Writing Workshop and The Wilson Literacy Program:</p> <ul style="list-style-type: none"> • 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 .

2b. High Quality and Ongoing Professional Development

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

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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

1. As a Consortium school, our graduation level summative assessments must be based on the Regents-approved PBAT rubrics. Based on these rubrics, our staff engages in teacher-led collaborative cycles of designing summative and formative assessments, tasks and lessons. Staff engages in moderation studies at the Consortium, as well as department meetings in which we norm our assessment practices. Student panels are assessed by multiple adults, which offers another level of norming in order to ensure students are working toward high-quality challenging achievements .

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	240,111.00	X	Goal #1

Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	Goal #1, Goal #2
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,929,246.00	X	Goal #2

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades K with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

• 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:

- PROVIDING MATERIALS AND TRAINING TO HELP PARENTS WORK WITH THEIR CHILDREN TO IMPROVE THEIR ACHIEVEMENT LEVEL (E.G., LITERACY, MATH AND USE OF TECHNOLOGY);

- PROVIDING PARENTS WITH THE INFORMATION AND TRAINING NEEDED TO EFFECTIVELY BECOME INVOLVED IN PLANNING AND DECISION MAKING IN SUPPORT OF THE EDUCATION OF THEIR CHILDREN;
- FOSTERING A CARING AND EFFECTIVE HOME-SCHOOL PARTNERSHIP TO ENSURE THAT PARENTS CAN EFFECTIVELY SUPPORT AND MONITOR THEIR CHILD'S PROGRESS;
- PROVIDING ASSISTANCE TO PARENTS IN UNDERSTANDING CITY, STATE AND FEDERAL STANDARDS AND ASSESSMENTS;
- SHARING INFORMATION ABOUT SCHOOL AND PARENT RELATED PROGRAMS, MEETINGS AND OTHER ACTIVITIES IN A FORMAT, AND IN LANGUAGES THAT PARENTS CAN UNDERSTAND
- PROVIDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR SCHOOL STAFF WITH THE ASSISTANCE OF PARENTS TO IMPROVE OUTREACH, COMMUNICATION SKILLS AND CULTURAL COMPETENCY IN ORDER TO BUILD STRONGER TIES BETWEEN PARENTS AND OTHER MEMBERS OF OUR SCHOOL COMMUNITY;
- 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 July 10, 2015.
- THIS PARENT INVOLVEMENT POLICY WAS UPDATED ON July 9, 2015.
- THE FINAL VERSION OF THIS DOCUMENT WILL BE DISTRIBUTED TO THE SCHOOL COMMUNITY ON September 28, 2015 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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Vanguard High School</u>	DBN: <u>02M449</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

We have developed and implemented a new after school Title III Enrichment Program that focuses on developing academic language and literacy in English. The content of the course is alligned with the Common Core Literacy Standards.

Rationale:

The program is offered in the fall and the spring semesters. The fall semester program starts on October 7, 2014 and ends on January 4, 2015. The spring semester program starts on February 3, 2015 and ends on June 11, 2015. The program is conducted after school every Tuesday and Thursday from 3:00-4:30 pm. All students attend each after school class; the complete program, therefore, offers approximately 50 sessions over the course of the school year. All Title III program sessions are taught by 2 teachers; the teacher team is comprised of one ESL teacher and one Humanities teacher. The focus areas of the program are literacy, English and Social Studies.

All 9th and 10th grade ELL students are enrolled in the program. Our goal is that all of our new ELL students become Former ELL students by the time they become juniors. All ELL subgroups, including newcomers, long term ELLs and SIFE, are served by the program, and the work is completed both independently and in small heterogeneous groups. Instruction takes place in both English and Spanish. We are purchasing new instructional materials this year, and they are all alligned to the Common Core Standards or the NYSESLAT itself. These books include informational texts and fiction. Some fiction titles include Sometimes I Think I Hear My Name, The Underdogs, Weetzie Bat, Walk Two Moons . Some nonfiction titles include Capital punishment (Steffanie Richardson, editor), Crisis in space : Apollo 13 (Mark Beyer), and Great Chicago Fire of 1871 (Paul Bennie).

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Part C: Professional Development

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

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

Begin description here: _____

-
All of the professional development so far this year has been conducted through study groups. Three

Part C: Professional Development

teachers work in this study group: Jennifer Cruz-Flores, Nancy Gonzalez and Dorota Caetano. All three teachers in the study group are ESL certified. The study groups are conducted once every month on Wednesday afternoons, including the following dates: October 8, 2014; November 5, 2014; December 10, 2014; January 7, 2015. The sessions are held from 2:00 until 3:40 pm.

- All of the sessions so far this year are focused on literacy in English:

October 8th, 2014

Text: Teaching ESL/EFL Reading and Writing (ESL & Applied Linguistics Professional Series)
Chapter 1 Learning to Read in Another Language, Principles for Teaching Reading

- November 5, 2014

Text: Teaching ESL/EFL Reading and Writing (ESL & Applied Linguistics Professional Series)
Chapter 2 Learning to Recognize and Spell Words, Prerequisites for Formal Reading Instruction

- December 10, 2014

Text: Teaching ESL/EFL Reading and Writing (ESL & Applied Linguistics Professional Series)
Chapter 2 Designing a Focused Spelling Program

- January 7, 2015

Text: Teaching ESL/EFL Reading and Writing (ESL & Applied Linguistics Professional Series)
Chapter 3 Intensive Reading, Features of a Good Intensive Reading Exercise

- February 11, 2015

Text: Teaching ESL/EFL Reading and Writing (ESL & Applied Linguistics Professional Series)
Chapter 4 Extensive Reading, Simplified and Unsimplified Texts

- March 4, 2015

Text: Teaching ESL/EFL Reading and Writing (ESL & Applied Linguistics Professional Series)
Chapter 5 Reading Faster, The Nature of Fluency Development

- April 15, 2015

Text: Teaching ESL/EFL Reading and Writing (ESL & Applied Linguistics Professional Series)
Chapter 6 Assessing Reading, Motivating, Measuring Achievement

- May 13, 2015

Text: Teaching ESL/EFL Reading and Writing (ESL & Applied Linguistics Professional Series)
Chapter 7 Helping Learners Write, Principles for Teaching Writing, Designing Tasks

- June 10, 2015

Text: Teaching ESL/EFL Reading and Writing (ESL & Applied Linguistics Professional Series)
Chapter 7 Shared Tasks, Guided Tasks

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-

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: _

Many of our parent of ELL students know very little about college, our Consortium Performance Based Assessments or the Common Core Standards. Our parent engagement activities address these areas. We have three spring worksops planned exclusively for parents of ELL students: Supporting ELL children on the way to college; support ELLs in preparing for performance based assessments; and, supporting ELLs in meeting the requirements of the Common Core. The three workshop will be 90 minutes in duration, from 4:00-5:30 pm. The dates for the worksops are as follows: March 5, 2015; April 16, 2015; May 14, 2015.

- All of the workshops are led by Jennifer Cruz-Flores and Nancy Gonzalez, the ESL teacher and Humanities content teacher who lead our Enrichment program. Parents are invited via online newsletters, writtin announcements sent in the mail and recorded phone messages from our School Messenger service. Translation servives are provided by the workshop leaders.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$	_____
Educational Software (Object Code 199)	\$	_____
Travel	_____	_____
Other	_____	_____
TOTAL	\$	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 449
School Name Vanguard High School		

B. Language Allocation Policy Team Composition

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

Principal William Klann	Assistant Principal Erica Doyle
Coach Erica Doyle	Coach
ENL (English as a New Language)/Bilingual Teacher Jennifer Cruz-Flores	School Counselor Leylah Bighach
Teacher/Subject Area Nancy Gonzalez - Humanities	Parent Caroline Fonseca
Teacher/Subject Area Dorota Caetano - Math	Parent Coordinator
Related-Service Provider JoAnn Grande-Pjevic	Borough Field Support Center Staff Member NA
Superintendent Kathy Pellas	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	474	Total number of ELLs	22	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	8
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	12	Long-Term (ELLs receiving service 7 or more years)	6

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	4			12			6			0
Total	0	0	0	0	0	0	0	0	0	0

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
SELECT ONE Spanish										6	14	1	1	0
SELECT ONE Chinese													0	0
SELECT ONE _____														0
TOTAL	0													

**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	
	ELL	EP																		
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										1				0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)										1			1	0
Expanding (Advanced)										5	13	1		0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total											1			0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	2	0	1	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
2014-2015 NYSESLAT results reveal the following distribution of proficiencies among our ELLs: 1 entering, 0 Emerging, 2 Transitioning, 19 expanding and 0 commanding. 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 transitioning to expanding) 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We are planning to use the new AMAO Estimation Tool 8.20 that was made available in September 2015. Like previous versions of the tool, it will allow use pull in data from ATS (RESI, RNMR, RLAT) and triangulate this data with performance and growth measures (NYSESLAT, ELA REGENTS, math and English proficiencies) to seek patterns in the data. The data generated when we calculate

Students Making Progress (AMAO 1) and Students Attaining Proficiency (AMAO 2) is used to plan new initiatives and instructional supports for ELLs.

In general over the last several years of triangulating attendance and proficiency/growth data on our ELL students, we see a pattern that our ELL students perform higher on the speaking/listening sections than the reading/writing sections. (This was true for 29 out of 31 ELL students two years ago, a similar percentage to data over the last five years.)

This pattern 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 performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

A look at the 2014-15 ELA Regents exam results reveals that our expanding ELL students are scoring on par with our non-ELL population, however, ELLs at lower proficiencies - like transitioning - are lagging somewhat. The average for the ELLs at our school for the lower English proficient students ranges between a 54 and 62, as compared to the 72 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.

We have internal periodic assessments that track progress by all students, including ELLs. These assessments are either diagnostic, like the Qualitative Reading Index, or performance based, like the oral and written round tables and PBATs. The Teacher Leadership Team monitors this assessment data to make sure that ELL students are progressing toward successful completion of the ELA Regents and our graduation PBATs.

Because our ELL students demonstrate the ability to comprehend all examinations and performance assessments in English, all proficiency exams are administered in English. We do not use home language in our assessment of student progress.

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

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 student's new language development is considered in instructional decisions?

ELLs are placed in classes with ESL licensed teachers as 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 target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Not applicable.

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

The principal, data specialist and the ELL teacher meet regularly to examine the performance levels and growth of all ELLs. The data we examine include classroom proficiencies, performance assessment data, NYSITELL, NYSESLAT and ELA Regents. We track progress in terms of reading, writing speaking and listening proficiencies. We track student progress in classes 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 (Jennifer Cruz-Flores, who is licensed and fluent in both English and Spanish), 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 NYSITELL and/or the Spanish LAB test by the ESL teacher, Jennifer Cruz-Flores. We use NYSITELL results to determine which students are entitled to ongoing ESL program 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

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. During ELL interviews, we use the SIFE Questionnaire to assess whether or not a student has experienced Interrupted or Inconsistent Formal Education. All interviews include parent meetings, and they are all conducted in the first month of school by the ESL liaison, Jennifer Cruz-Flores, and the other members of the Language Proficiency Team, Dorota Caetano and Nancy Gonzalez (both certified ESL teacher in the content areas of math, history and literature).

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

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 (within 20 days), ELL students and parents are scheduled for interviews with the LPT to make sure that we program students into the appropriate ESL support classes. For these interviews, Jennifer Cruz-Flores (TESOL and Bilingual Certified), Dorota Caetano and Nancy Gonzalez are joined by the special education liaison, Emily Howe, who makes sure that program needs are fully incorporated into IEPs.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

All students with prior ELL designation are considered for potential services when they enter our school community. Within 5 days of determining NYSITELL scores for students who came to our school with prior/current ELL designations, the entitlement and non-entitlement letters (English and Native languages) are mailed home. The attendance teacher, Anne Purdy, makes personal phone calls to make sure letters have been received; if not, letters are hand delivered.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The entitlement and non-entitlement letters (English and Native languages) see #4 above) indicate that parents have a right to appeal the ELL status within 45 days of enrollment. Again, the attendance teacher, Anne Purdy, is responsible for calling to follow up and ask if parents understand their right to appeal. All letters are maintained in student files in Room 405A by Loreen Rodriguez, a Supervisory School Aide.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

All ELL parent meetings (summer bridge orientation, individual conferences with advisor/admin/LPT member) surveys and letters (provided in English and Native languages) are scheduled to be start in September and be completed by October every year. Jennifer Cruz-Flores, Dorta Caetano and Nancy Gonzalez (ELL certified members of the LPT) organize the outreach and establish the outreach calendar. (Because we only offer Integrated ENL and Push-In ENL services, we emphasize the importance of submitting the surveys on time sothat the progam does not default to a bilingual program.)

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Distribution of the Parent Survey and Program Selection forms are approached two ways - a direct mailing to parents and "backpacked" home with the students. Outreach to parents to ensure completion of the Parent Survey and Program Selection forms are conducted by advisors (all teachers at our school) and our Attendance Teacher (Anne Purdy, a retired AP who works F Status on attendance and ELL compliance) through phone call, School Messenger, and reminders that are backpacked home daily for the first five days after distributing the forms. All phone calls through School Messenger and advisors are in English and the home language of the family. The school documents all of our attempts to gather initial parent selection preference in Jumprope and iLog, and collected surveys and forms are collected and filed in the main office by Loreen Rodriguez, a Supervisory School Aide in charge of administrative and student records.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. When forms and surveys are not completed in the first five days, the Attendance Teacher and Supervisory School Aide (Anne Purdy and Loreen Rodriguez) record the issue in Jumprope and share it with the principal and assistant principal (William Klann and Erica Doyle) who call homes to schedule parent meetings to complete all surveys and forms.

9. Describe how your school ensures that placement parent notification letters are distributed. Letters are generated by administration and distributed during Advisory for students to "back pack" home. These letters are also mailed to families directly. The attendance teacher (Anne Purdy) makes follow up phone calls to make sure the letters were delivered sucessfully. If not, the letters are hand delivered to the house hold by the attendance teacher.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Original documentation is collected in the Main Office, Room 405A, and stored in individual student folders by Loreen Rodriguez, a Supervisory School Aide in charge of records. Only Administrators and members of the LPT have access to the student records.

11. 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.

Students who must take the NYSESLAT are identified through ATS reports, including RLAT. The Administration, advisors and the LPT announce the testing calendar to all students and families through written letters and phone calls. Students are escorted by staff to the testing sites for each part of the exam on testing dates. Staff members with ELL experience (Jennifer Cruz-Flores, Dorota Caetano and Nancy Gonzalez) proctor all four sections of the exam during one calendar week where students are released to special testing rooms on the first floor of JREC (109 and 106). These teachers also grade all exams.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Letters are generated by administration and distributed during Advisory for students to "back pack" home. These letters are also mailed to families directly. The attendance teacher (Anne Purdy) makes follow up phone calls to make sure the letters were delivered sucessfully. If not, the letters are hand delivered to the house hold by the attendance teacher. (The letters are also available for face to face meetings, including Curriculum Night, Student Led Conferences and advisory meetings.)

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

All of the parents who have completed surveys and forms have epressed satisfaction with our ENL program. (Two years ago, 31 out of 31 parents have not requested any change in programming - only additional afer school tutoring.) The primary request from parents over the last three years has been after school tutoring. Providing after school tutoring has been a long standing policy regarding ELL support at Vanguard High School. (Our immersion ENL program is the only program offered, so there is no "choice" offered. Only supplementary tutoring has been requested. We are not required to offer bilingual programs based on Aspira percentages.)

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

a. Freestanding ENL program.

Vanguard employs an integrated ENL program that uses dually certified teachers in content areas/ENL for students in grades 9-12.

ELL students receive all instruction in English with Native Language support by members of the LPT - either during class or after school.

All ELL students are grouped for Integrated ENL classes. In the event that a ELL student cannot be programmed in an Integrated ENL class, we use the Push-In model to create co-teaching pairs (content teacher and ENL teacher) who create shared lessons and teach together as a team.

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. Members of the LPT provide coaching and support for all staff members regarding ELL modification of curriculum, instruction and assessment.

b. TBE program. *If applicable.*

Not applicable.

c. DL program. *If applicable.*

Not applicable.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

As per NYS law and Commissioner's Regulations (CR) Part 154, ELLs at our school receive 180 minutes per week of instruction per "unit" in classrooms with ESL licensed teachers. Entering ELLs receive 3 units (540 minutes/week, 7 instructional blocks); emerging ELLs receive 1 unit (360 minutes/week, 4 instructional blocks); transitioning and expanding ELL students receive 1 unit (180 minutes/week, 2 instructional blocks); and, commanding ELL students receive .5 units (90 minutes/week, 1 instructional block).

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

Integrated ENL classes- and Push-In models when implemented - teach in English with Native Language support incorporated into the curricular materials. Directions and performance based tasks are delivered in both English and Native Languages. Key vocabulary in all content areas are also translated into Native Languages. Students make use of translation dictionaries in all classes.

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

NA - all evaluations are administered 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, we assess reading/writing/speaking and listening on a regular basis. Formative performance assessments (roundtables and portfolio presentations) are administered every six weeks in every content area and require students to use all four modalities (Reading, writing, speaking and listening). The Qualitative Reading Index is another formative assessment that is administered three times each year in 9th and 10th grades, and they assess all four modalities. PBATs are summative assessments that also employ all four modalities; students in 11th and 12th grades perform graduation PBATs two times each year, and all four modalities are measured on the New York State Performance Standards Consortium rubrics.

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

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

SIFE and Newcomer ELL students: ENL teachers in all content areas - using Push-In support for Reading Writing Workshop to tailor the curriculum to the needs of entering/emerging ELLs. All support materials are made available in all content areas, including digital books with read-aloud functions, graphic organizers/vocabulary units in both English and Native languages, and dual language dictionaries/digital encyclopedias.

Developing and Long Term ELLs make use of all strategies/materials above, plus additional modification for ELA Regents preparation. All ELA materials presented in both English and Native languages, including test preparation guides, novels, poems and short stories.

Former ELLs attend after school tutoring two days each week, and the focus is on ELA preparation and PBAT support. Again, all materials are made available in both English and Native languages.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. In each case, the principal consults with the Assistant Principal, members of the SBST, the LAC, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he will consult with the superintendent or her designee. Final decision notification will be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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?

Several differentiation strategies are often used to assist ELL-SWDs. Teachers regularly teach these students vocabulary in advance of coming lessons, provide them with high-interest/low-level books that portray important events using appropriate, leveled language, prepare visuals with bubbles/spaces/sentence starters/visual clues provided as prompts for students to capture their thoughts in writing, 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.

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

ELL-SWDs also receive support from Vanguard's Integrated Support Services (ISS) team. In addition to push-in support from the ENL 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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

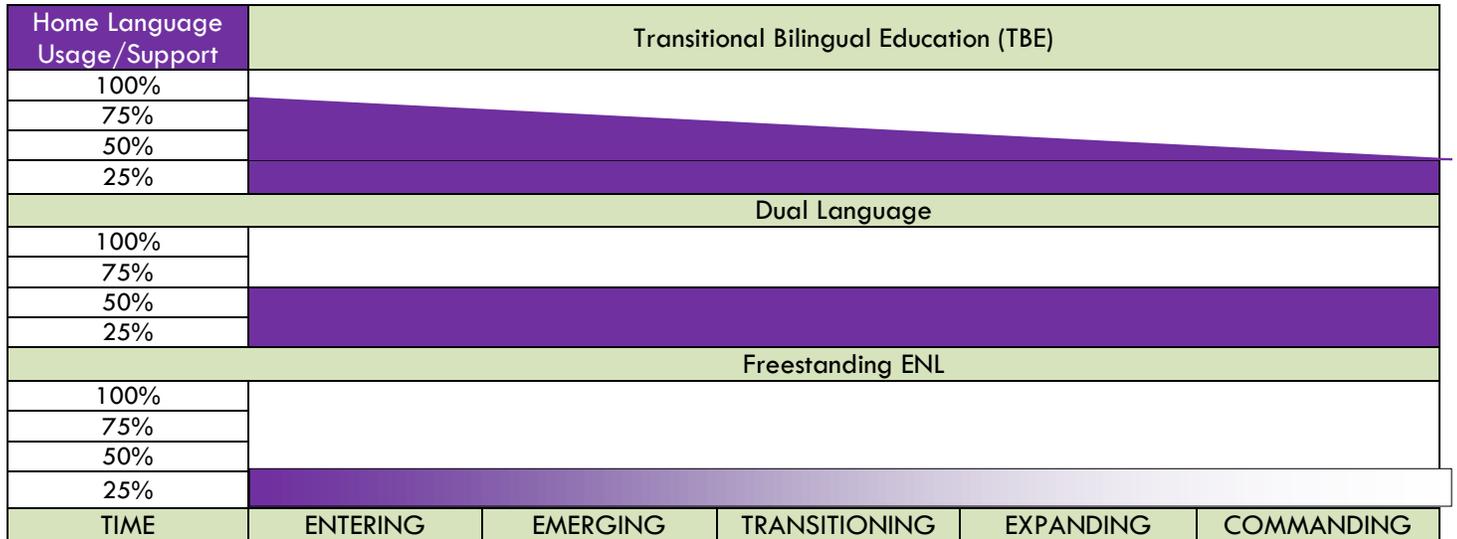


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. 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) 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, Science 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
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The data (credit accumulation, Qualitative Reading Index growth, ELA passing rates, PBAT passing rates and graduation rate) indicates positive results for ELL students who attend school on a regular basis and take advantage of the supports we have put in place. All teachers in Math, Science, Literature and History attend professional development run by the LPT two times a year to review the growth of our ELL students and an assessment of our program, including a needs assessment.
12. 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 22 ELL students spanning grades 9 through 12. Title III funding will be used to support after school enrichment classes in Math, Science and Humanities (English Literature and Social Studies combined).
13. What programs/services for ELLs will be discontinued and why?
- At this point, there are no programs/services for ELLs that will be discontinued.
14. 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 invited to take part in our after school enrichment programs:
YMCA classes - Teens Take the City, NYS Senate debate
Liberty Partnership at Hunter - Tutoring, Health Awareness, Healthy Cooking, Green Team
Real Drama - Play Production, Activism Club
Mouse Squad
Girls Who Code
STEP UP
Glee Club, Dance Club, Philosophy Club, Guitar Club

All students, including ELLs, are invited to club fairs and encouraged to choose at least one extension activity each semester. (75% of current ELL students are participating at the present moment)

15. What instructional materials, including technology, are used to support ELLs? Include core 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 technology (Delta Math, Virtual Science Lab, Audiology) to enhance language development

- Use art and visual materials in PBAT prep (ATLAS Thinking Routines, multi-medium art supplies)
- Use Powerpoint and Prezi and instructional and presentation tools for visual learners

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

Home language supports are created for students performing below grade level, and the services are based on diagnostic detail from specific exams and performances (QRI, NYSITELL, NYSESLAT, PBATs).

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). Families will continue to receive all material, forms, surveys and letters in both English and Native languages for no less than two years.

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

All diagnostics are reviewed by administration and members of the LPT; programming needs are then communicated directly to the Programming Team, led by Scott Livingstone our data specialist, to ensure services are in place for each ELL student based on their age/grade/level/program needs.

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

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 members of the LPT to assign and grade diagnostic tests (QRI, speech, numeracy) to new ELL 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. All of the extracurricular activities are language-rich environments that encourage growth in all four modalities.

19. 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).

20. For schools with dual language programs:

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

Not applicable.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional Development in all content areas for ENL teachers is created by Jennifer Cruz-Flores for other members of the LPT two times each semester. This year the meetings are scheduled for Tuesday afternoons as a part of our teacher time dedicated to Professional Responsibilities. Dates include: September 29, 2015; November 24, 2015; March 8, 2015; and, May 10, 2015. All PD meetings are scheduled from 2:30 - 3:30 pm.

The members of the LPT can schedule full staff workshops or presentations throughout the year if necessary by requesting presentation dates and times from the Teacher Leadership Team. Full staff presentations allow the LPT to share best practices in terms of ELL support in the classroom.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
All unit plans and lesson plans employ the latest Understanding By Design templates which require all teachers to capture ELL and ELL-SWD adaptations and modifications in their planning. Teacher teams are all required to make specific ELL interventions in their curriculum, instruction and assessments - and to capture these plans in their lesson/unit planning in all content area teams. All lessons and units - in all subject areas - are aligned to Common Core Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The first and third meetings of the LPT professional development workshops (see #1 above) have 9th grade transition built into the agendas. The first meeting arranges meetings with 9th grade ELL students and our support staff, including social workers, our guidance counselor and Liberty Partnership social work interns from Hunter College; they all create a "meet and greet" sessions with ELL students and their parents to speak about school wide supports for 9th grade transition to high school. During the third PD session, the same team conducts a "check in" meeting with the 9th grade ELLs to see if they are making academic progress - and if they are making progress in terms of social/emotional goals with teachers, staff members and peers. The LPT assists all staff involved in the 9th grade meetings by providing PD on best practices for supporting successful transitions for new ELL students.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

To sustain our ELL program, we make ELL professional development a high priority. This school year teachers prepared a 3 part series of in-house professional development activities around differentiation with the aim of developing a usable catalogue of best practices for ELL students. Because our PD sessions are 1.5 hours in length, teachers received a total of 4.5 hours of ELL training. The members of the LPT have an additional 4 hours of in house ELL PD (see #1 above). The LPT members also attend ELL workshops that are created by the NYS Performance Standards Consortium every year (meeting dates and times vary; these workshops provide another 5-8 hours of PD for our ENL teachers.

All notes and minutes from these PD sessions are recorded in teams and sent digitally to administration. The principal keeps the records and maintains the digital files and also prints hard copies for the Professional Development Folder kept in Room 400.

C. Parental Involvement

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

Advisors schedule individual parent meetings for this purpose, Parents are called personally to set up the one hour conferences, which include narratives from all content area teachers. One member of the LPT and one administrator also attends the meetings. Dates and time vary, but all meetings must be completed in the first two months of school.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

All letters are kept in the student files in Room 405A, and the files are maintained by Lorren Rodriguez, a Supervisory School Aide. All phone contacts and personal meetings are recorded digitally in Jumprope, and these files are printed and kept in the student files in Room 405A as well.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are invited (via letters, parent newsletter and backpacked announcements - all provided in English and Native languages) to participate in all parent activities, including the School Leadership Team and the Parent Association.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Not at this time. All translation services are provided by current staff members who are fluent in Spanish (Rosa Bonilla) and Cantonese/Mandarin (Jo Ho-Rolle).
5. How do you evaluate the needs of the parents?
Individual advisory meetings and parent surveys, which are provided to parents in English and Native languages.
6. 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. 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 semester (2) Student Led Conferences 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 Jumprope (software designed in order for parents to track their child's progress in school).
- Parents are invited and expected to attend monthly Parent Association Meetings and participate in school events and also develop an action plan to better parental involvement at the school. If unable to attend monthly, they should be able to attend at least half of the meetings given throughout the academic year.
- Parents are invited and strongly encouraged to become a part of and actively participate in the School's Leadership Team meetings held once a week at the school.
- Parents are invited to donate time and/or baked goods for school bake sales to raise money for the Parents' Association.
- In May of every school year, our Teacher Leadership Team conducts an annual review of our Parental Involvement Policy goals and strategies, as well as the progress made towards our goals. As a part of our review, we modify our practices accordingly. We believe in the power of a system which incorporated the parent, student and advisor. This system maximizes the potential for student success.

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

We do not have a parent coordinator at this time, so advisors (all teachers) help coordinate the outreach.

D. Additional Information

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

School Name: Vanguard High School

School DBN: 02M449

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
William Klann	Principal		9/24/15
Erica Doyle	Assistant Principal		9/24/15
	Parent Coordinator		
Jennifer Cruz-Flores	ENL/Bilingual Teacher		9/24/15
Caroline Fonseca	Parent		9/24/15
Nancy Gonzalez	Teacher/Subject Area		1/1/01
Dorota Caetano	Teacher/Subject Area		9/24/15
Erica Doyle	Coach		9/24/15
	Coach		9/24/15
Leylah Bighach	School Counselor		9/24/15
Kathy Pellas	Superintendent		9/24/15
NA	Borough Field Support Center Staff Member _____		9/24/15
	Other _____		9/24/15
	Other _____		9/24/15
	Other _____		9/24/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 02M449 **School Name: Vanguard High School**
Superintendent: Kathy Pelles

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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 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. 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. 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.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

We find that we need translation for about 5% of our parents.
Translation is primarily needed in Spanish (12 parents)
We have a small group of parents that need translation services in Cantonese/Mandarin (4 parents).
Both oral and written translations are needed in all 16 cases.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent Handbook - September 2015
Parent Newsletter (Digital) - Maintained all year
Parent Calendar (Digital) - Maintained all year
SLC Announcements - October and February 2015
Field Trip Permission Slips - as needed
After School Enrichment and Tutoring - October and February 2015
Regents and PBAT schedules - January and June 2015
Graduation Calendar and Ceremony - June 2015
Senior Activities Newsletter - October and February 2015

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum Night - September 2015
Student Led Conferences - October and February 2015
Individual ELL Program Status Meetings - Throughout September and October 2015
College Meetings - September, December, February and March 2015
FAFSA Meeting -November 2015

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All translation is conducted in-house by school staff.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Spanish oral translation - Erica Doyle AP, Rosa Bonilla (teacher), Yani Roman (School Aide), Loreen Rodriguez (Supervisory School Aide), Blanca Rosa (School Aide), Gayle Maslow teacher)
Spanish written translation - Erica Doyle AP and Rosa Bonilla (teacher)
Cantonese/Mandarin oral and written interpretation - Jo Ho-Rolle (teacher)

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Oral translation is provided during visits, parent meetings, and family conferences by staff member listed in #2 above.
All meetings needing translation are scheduled for dates/times when translators can be present for the meetings.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

ELL Parent survey (first 20 days of enrollment)
SLC parent feedback surbeys - October and February 2015