2018-19

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

BEDS Code: 31020011449

Grades Served: 9-12

School Address: 317 East 67th Street New York, NY 10065

School Number (DBN): 02M449

Phone Number: 212-517-5175

School Contact Person: William Klann

Fax: 212-517-5334

Email Address: WKlann@schools.nyc.gov

Principal: William Klann

UFT Chapter Leader: Scott Livingstone

Parents’ Association President: Kioka Jones

SLT Chairperson: Erica Doyla

Title I Parent Representative (or Parent Advisory Council Chairperson): Jeannette Contreras

Student Representative(s): Angelina Cannon, Havi Pham

CBO Representative: Jaime Leone

District Information

Superintendent: Alexandra Rathmann-noonan

Geographical District: Consortium Affinity

Superintendent’s Office Address: 335 Adams Street, Room 508

Brooklyn, NY 11201

Superintendent’s Email Address: krehfield@schools.nyc.gov

Phone Number: 718-923-5181

Fax: 718-935-5941

2018-19 CEP
Field Support Center (FSC)

Consortium Affinity: ___________________________   Executive Director: ___________________________
Field Support Center (FSC)

Executive Director’s Office Address: 131 Livingston St. Room 607 Brooklyn, NY 11201

Executive Director’s Email Address: AAnorma@schools.nyc.gov

Phone Number: 781-935-5618   Fax: 718-923-5145
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Klann</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Scott Livingstone</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Kioka Jones</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Loreen Rodriguez</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Jeannette Contreras</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Kianna Contreras</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Havi Pham</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Jaime Leone</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Tessa Benau</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Tokumbo Bodunde</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Paul Hank</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Erica Doyle</td>
<td>Member/ Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Sandra McNally</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Angela Holmes</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Samira Rahb</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Celina Rivera</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Carmen Nieves</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Rigorous Instruction</th>
<th>Supportive Environment</th>
<th>Collaborative Teachers</th>
<th>Effective School Leadership</th>
<th>Strong Family-Community Ties</th>
<th>Trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
<td>Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
<td>Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
<td>Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

### The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission Statement:</strong></td>
</tr>
<tr>
<td><strong>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.</strong></td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

**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?

**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. Boys account for 47% of the students enrolled and girls account for 53%.
3. Describe any special student populations and what their specific needs are.

The student body includes 8% English language learners and 24% special education students with 85% of students placed in an integrated co-teaching setting and 15% of students with separate testing accommodations.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

<table>
<thead>
<tr>
<th>Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progress and Area of Focus</strong></td>
</tr>
<tr>
<td>According to our 2017-18 School Quality Guide, we earned 4.47 in Rigorous Instruction, a 4.60 Collaborative Teachers, 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:</td>
</tr>
</tbody>
</table>

**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.*

**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.

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.

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.

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.
### School Demographics and Accountability Snapshot for 02M449

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09,10,11,12</td>
<td>446</td>
<td>No</td>
</tr>
</tbody>
</table>

#### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>26</td>
<td>127</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>27</td>
<td>136</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types and Number of Special Classes (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td># Visual Arts</td>
</tr>
<tr>
<td># Music</td>
</tr>
<tr>
<td># Drama</td>
</tr>
<tr>
<td># Foreign Language</td>
</tr>
</tbody>
</table>

#### School Composition (2017-18)

- **% Title I Population**: 81.0%
- **% Attendance Rate**: 87.5%
- **% Free Lunch**: 56.0%
- **% Limited English Proficient**: 3.6%
- **% Students with Disabilities**: 23.8%
- **% Black or African American**: 27.6%
- **% Asian or Native Hawaiian/Pacific Islander**: 4.3%
- **% Multi-Racial**: 3.6%

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

- **American Indian or Alaska Native**: 0.4%
- **Hispanic or Latino**: 59.0%
- **White**: 5.4%

#### Years Principal Assigned to School (2018-19)

- **Years Principal Assigned to School**: 7.09
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 0%

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>N/A</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>N/A</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>N/A</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>N/A</td>
<td>US History Performance at Levels 3 &amp; 4</td>
<td>N/A</td>
</tr>
<tr>
<td>4 Year Graduation Rate</td>
<td>72.4%</td>
<td>6 Year Graduation Rate (2011 Cohort)</td>
<td>83.8%</td>
</tr>
<tr>
<td>Regents Diploma w/ Advanced Designation</td>
<td>0.0%</td>
<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

- **Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)**
  - **Elementary/Middle School**
    - Met Adequate Yearly Progress (AYP) in ELA (2016-17): N/A
    - Met Adequate Yearly Progress (AYP) in Mathematics (2016-17): N/A
    - Met Adequate Yearly Progress (AYP) in Science (2016-17): N/A
    - Met Adequate Yearly Progress (AYP) in ELA (2017-18): N/A
    - Met Adequate Yearly Progress (AYP) in Mathematics (2017-18): N/A
    - Met Adequate Yearly Progress (AYP) in Science (2017-18): N/A

- **High School**
  - Met Adequate Yearly Progress (AYP) in ELA (2016-17): N/A
  - Met Adequate Yearly Progress (AYP) in Mathematics (2016-17): N/A
  - Met Adequate Yearly Progress (AYP) in Graduation (2016-17): N/A

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

- **American Indian or Alaska Native**
  - Black or African American: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A

- **Hispanic or Latino**
  - Black or African American: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A

- **White**
  - Black or African American: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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

Strengths:

- Our survey once again indicated that we surpassed Citywide averages for Course clarity and Quality of Student Discussion.
- 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 develop authentic, sustainable formative assessment in all classrooms across all content areas.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Develop sustainable formative assessments for for all students n all content areas.

By June 2019, Math, Literature, Social Studies and Science will develop and submit a new collection of formative assessments to the administration for review and verification.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Departments will engage in four departmental workshops that focus on the development of real formative assessments. Departmental teams will develop and share at least six formative assessments - one per marking period - with administration for review. Formative assessment will be identified as a key component of all classroom observations by administrators and peers. Exemplars will be shared with the full staff each semester as models for ongoing work on formative assessments.</td>
<td>All students in every grade, including ELLs and students with disabilities, will be the central focus of the work in question.</td>
<td>The work starts immediately in September 2018 and will continue through June 2019.</td>
<td>All departments will be collaborating to research best practices in terms of developing formative assessments and how to use the data to adapt and modify instruction to create next steps for all students.</td>
</tr>
</tbody>
</table>

### Part 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

Our Family and Community Ties PLC will be focused on sharing formative assessment data and developmental understanding check results with families every marking period. Members of the Family and Community Ties PLC include: Tenicka Terell Norwood, Nancy Gonzalez, Geoffrey Enriquez and Abrahm Alem. The Student Led Conferences will focus on data collected from formative assessment performance by our students.

### 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 team work on formative assessment after school hours. ESI funds allocated for per session.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
</table>

### Part 5 – Progress Monitoring

2018-19 CEP
**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 2019, the administration will review and give feedback on departmental formative assessments.

By February 1, 2019 the full staff will have conducted one Tuning Protocol for suggested exemplars. The Tuning Protocols will be used to create departmental exemplar recommendations for review by the full staff. The administration will also evaluate potential differentiation/adaptations/modifications for students with disabilities and ELLs.

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

Formative assessment "banks" with student work attached, including administrators' notes on the use of the assessment tool to drive instruction and "next steps" assessed by Jumprope Progress Reports.

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td></td>
</tr>
<tr>
<td>Data demonstrates solid growth in all areas of the Framework, but it also shows a need to focus on the development of Culturally Responsive curriculum, instruction and assessment. (School Quality Guide, 2017-18)</td>
<td></td>
</tr>
</tbody>
</table>

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
</tr>
<tr>
<td>By June 2019, we will leverage our partnership with the Expanded Success Initiative to encourage all teachers in all content areas to use the principles of Culturally Responsiveness as they design curriculum, instruction and assessment.</td>
</tr>
</tbody>
</table>
**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students in every grade, including ELLs and students with disabilities, will be the central focus of the work in question.</td>
<td>The work starts immediately in August 2018 and will continue through June 2019.</td>
<td>Administration will introduce this new initiative at the staff retreat in August, 2018. The Teacher Leadership Team will maintain focus on the efforts by making it part of their rolling agenda throughout the year.</td>
</tr>
</tbody>
</table>

1) By August 2018, staff members and students who worked with ESI Creates will have shared the data they collected in 2017-18 as a part of our focus on Culturally Relevant Education and Student Voice.

2) By August 2018, the designs of courses will be required to incorporate specific references to Cultural Relevance and Student Voice in the curriculum maps.

3) By February 2019, teachers will share best practices and reflections on the new initiative during our "Celebration of Teaching and Learning" (Structured Review).

4) By June 2019, all of our work with ESI Creates will be evident in the UBD templates for every class.

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

The Teacher Leadership Team and Advisors will share information about this initiative with parents, and all parents will be invited to see our work on Curriculum Night, SLC nights and during Performance Based Assessment Presentations in January and June.

**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 for ESI Creates work after school.

**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 |
|---|---|---|---|---|---|---|---|---|---|---|
| X |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |
| X | C4E |   | 21st Century Grant | SIG |   | 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. Members of both teams will review new curriculum creation on a monthly basis, and department teams will look at the written evidence that Cultural Relevance and Student Voice is actually incorporated into lesson planning, instructional design, curricular choices and assessment design.

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

UBD Curriculum Maps and Lesson Plans will be examined to see clear evidence that Cultural Relevance and Student Voice are included in teacher plans.

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
<td>Based on our 2017-2018 structured review, the staff would like to create new interdisciplinary teams for peer observations and sharing best practices during full staff development workshops.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
<td></td>
</tr>
</tbody>
</table>

### Part 2 – Annual Goal

| Goal                                                                                           | Description                                                                                                                                                                                                 |
|-------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| By June 2019, all peer observation teams will be interdisciplinary, and both of our "Celebrations of Teaching and Learning" (Structured Reviews) will be conducted in interdisciplinary groups. |                                                                                                                                                                                                           |
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

Staff members will be asked to create suggestions for interdisciplinary teams for 5 part Instructional Rounds, monthly reciprocal Peer Observations and biannual Structured Reviews. Administration will review and approve all plans for this work structure.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the teachers at Vanguard High School.</td>
<td>The work starts immediately in September 2018 and will continue through June 2019.</td>
<td>Administration will introduce this new initiative at the staff retreat in August, 2018. The Teacher Leadership Team will maintain focus on the efforts by making it part of their rolling agenda throughout the year.</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our Family and Community Ties PLC (Erica Doyle, Tenicka Terell Norwood, Nancy Gonzlaez, and Abrham Alem) will be focused on creating new supports for parents so they understand how Peer Observations and the Structured Reviews support student learning and align with Teacher Evaluation in our community.

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.

Research and curricular materials from LEAP and the NYC Leadership Academy, including new materials in development. The principal will designate the LEAP intern, Tenicka Terell-Norwood, to implement this initiative with support from LEAP.

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 |
**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 January 2019, 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 peer inter-visitation, peer observation and the Structured Reviews. By February 2019 all teacher teams will have completed half of a reciprocal inter-visitation cycle. During structured reviews the teams will examine teacher reflections, low inference notes and conference journals for evidence of shifting practice and growth.

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

Structured Review reflections after each semester, observations by administration.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly. |

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

While 100% of Teacher responses on the most recent survey indicate that teachers adapt instruction to ensure that it represents all cultures and backgrounds positively, only 89% of students say that their teachers use examples of different cultures, backgrounds, and families in their lessons to make learning more meaningful. This indicates a need for our school to develop curriculum that is both Culturally Relevant and still connected to important social and emotional learning. One way we have identified to address this for all students is to revise and implement anti-bullying, mastery-based and college access for all initiatives during advisory.

Part 2 – Annual Goal

| Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. |

By June 2019, 100% of teachers and students will participate in at least four specific Advisory Circle Lessons which focus on race, class, gender, sexual orientation in relation to bullying.
### Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

1. **By June 2019, the Teacher Leadership Team will use Respect for All resources to develop the new advisory lessons.**
   - Five teachers will be given training in Respect For All curriculum and implementation.
   - The work starts immediately in September 2018 and will continue through June 2019.
   - Administration will introduce this new initiative at the staff retreat in August, 2018. The Teacher Leadership Team will maintain focus on the efforts by making it part of their rolling agenda throughout the year.

2. **By June 2019, students will be asked to evaluate the advisory curriculum in light of our school's focus on anti-bullying initiatives. 100% of teachers and students will complete a final Advisory Reflection that asks about the impact of these lessons on their well being and attitudes about social justice.**
   - All advisors will lead their advisees in two different formal reflections on anti-bullying and social justice, one in the fall of 2018 and one in the spring of 2019.
   - The work starts immediately in September 2018 and will continue through June 2019.
   - Administration will introduce this new initiative at the staff retreat in August, 2018. The Teacher Leadership Team will maintain focus on the efforts by making it part of their rolling agenda throughout the year.

3. **By June 2019, all teachers will experience two professional development sessions regarding the Mastery Collaborative. This framework will allow teachers to offer mastery/standards based assessment feedback during inter-visitations.**
   - Five teachers from the Mastery Collaborative PLC will offer two full staff professional development session, on in the fall of 2018 and the other in the spring of 2019.
   - The work starts immediately in September 2018 and will continue through June 2019.
   - Administration will introduce this new initiative at the staff retreat in August, 2018. The Teacher Leadership Team will maintain focus on the efforts by making it part of their rolling agenda throughout the year.
4. By June 2019, all teachers will experience at least two professional development sessions regarding the Expanded Success Initiative. This framework will allow teachers to offer student voice and engagement feedback during peer observations and inter-visitations.

Five teachers from the ESI PLC will offer two full staff professional development sessions, on in the fall of 2018 and the other in the spring of 2019. The work starts immediately in September 2018 and will continue through June 2019. Administration will introduce this new initiative at the staff retreat in August, 2018. The Teacher Leadership Team will maintain focus on the efforts by making it part of their rolling agenda throughout the year.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our Family and Community Ties PLC (Erica Doyle, Terry Norwood, Abrah Alem, Nancy Gonzalez and Geoffrey Enriguez) will be focused on creating new supports for parents so they understand our Advisory System, our Mission and Vision and our focus on Respect for All and anti-bullying campaigns.

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 will be provided for teacher teams who develop curriculum and design PD.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
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<tr>
<td></td>
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<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By June 2019, the Teacher Leadership Team will have collected, reviewed and implemented Respect for All resources that address issues of race, class, gender, sexual orientation and anti-bullying. The teacher leaders and administration will use a Tuning protocol (Looking at Student Work protocol, or LAST) to assess the new advisory materials in connection with Vanguard’s anti-bullying initiatives. Teacher leaders, the Teacher Leadership Team and the Administration will survey the students regarding the new initiatives and any impact they felt in terms of bullying. 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.
<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student surveys given two times a year in advisory, administration review of comments and student interventions in Jumprope.</td>
</tr>
</tbody>
</table>

| **Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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

Strengths:

● 93% 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 23% compared to four years ago.

● Software like Jumprop and School Messenger has improved our communication with parents overall.

● According to the survey, positive feelings about teacher outreach to parents (95%) is greater that the Citywide average.

Priority Needs:

● Only 22 % 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 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, we will increase parent participation in our school by 10% 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 10% by 2019 as well.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and students in each advisory (20) to ensure participation by every advisory group.</td>
<td>The work starts immediately in September 2018 and will continue through June 2019.</td>
<td>Administration and the Data Specialist will introduce this new initiative at the staff retreat in August, 2018. The Teacher Leadership Team will maintain focus on the efforts by making it part of their rolling agenda throughout the year.</td>
</tr>
</tbody>
</table>

**By June 2019, 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 creation of a parent newsletter and parent calendar.**

**By June 2019, we will have a complete, functional PTA.**

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

| Liberty Partnership, Vanderbilt YMCA. |

### 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 teachers who work on the inquiry committee. Students who serve on this committee will be given various incentives, including food at meetings after school.

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

Part 5 – Progress Monitoring

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

By June 2019, our parent newsletter and parent calendar will revised and fully implemented.

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

Administration review of all minutes from SLT and PTA meetings, all parent surveys and parent attendance at new workshops.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 6: Academic Intervention Services (AIS)  
*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| English Language Arts (ELA) | • 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. | • 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 | • Whole class instruction  
• Small group work  
• One on one tutoring  
• PBAT project groups | • During school day  
• After school programs  
• Tutoring during advisory |

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<table>
<thead>
<tr>
<th>Mathematics</th>
<th><strong>Recommendations</strong></th>
<th><strong>Mathematics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recommendations directly in IEPs for students with disabilities, including recommended ICT, SETTS or counseling services.</td>
<td>• 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.</td>
<td>• During school day programs</td>
</tr>
<tr>
<td>• Recommendations for accommodations or modifications from math department regarding numeracy interventions.</td>
<td>• Because our school focuses on six habits of Mind, we have aligned tem with the appropriate NCTM Process Strands. Students aim to move toward the “expert” level of each Habit of Mind and corresponding Process Strand.</td>
<td>• After school programs</td>
</tr>
<tr>
<td>• Recommendations from administration conferencing and the SBST.</td>
<td>• Making Connections (Connections)</td>
<td>• Tutoring during advisory</td>
</tr>
<tr>
<td></td>
<td>• Using Evidence (Reasoning and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>analyze multiple viewpoints</td>
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<tr>
<td></td>
<td>• 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</td>
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<tr>
<td>Proof; Representation)</td>
<td></td>
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<tr>
<td>------------------------</td>
<td></td>
<td></td>
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<tr>
<td>• Considering Viewpoints (Communication)</td>
<td></td>
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<tr>
<td>• Being Metacognitive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Asking Significance (Problem Solving)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Asking “What if” / Conjecture (Reasoning and Proof)</td>
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</tr>
</tbody>
</table>

• Students are evaluated on their progress within each of the six Habits of Mind listed above using the Dreyfus Model of Skill Acquisition that ranges from Novice, Advanced Beginner, Competent, Proficient and Expert. Students’ Graduation Portfolio Oral Defense focuses on evaluating student growth in each of the above listed Habits of Mind.

The math team is also beginning to study and incorporate the Common Core Standards in Mathematics, which are quite similar to the NCTM standards already in use.

• Extended day classes are taught after school during both the first and second semester in
order to aid students who have failed so that they can recover credit. A summer institute assists students who are close to passing to complete assignments and attain a passing grade.

• After school tutoring is available three days a week throughout the year.

• The Math Team now uses the College Preparatory Math Curriculum (CPM). The Curriculum is centered around the attainment of proficiencies. This has enabled students to have ownership of their learning and to know where they stand regarding the skills needed and how to attain them.

• Since 2007-2008, our students have had the opportunity to take an Advanced Placement Calculus Course.

• Whole class instruction
• Small group work
• One on one tutoring
• PBAT project groups

Science
• Recommendations directly in IEPs for students with disabilities, including
• 9TH graders take a semester long inquiry-based robotics course. This
• Whole class instruction
• During school day
<table>
<thead>
<tr>
<th>Subject</th>
<th>Recommendations</th>
<th>Accommodations</th>
<th>Day/Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>- 10th Grade Science life science students are coached to present in a roundtable format at mid-year.</td>
<td>- Small group work</td>
<td>- During school day</td>
</tr>
<tr>
<td></td>
<td>- 11th and 12th graders take semester long courses focusing on Chemistry, Physics, Bio-psychology, and Epidemiology.</td>
<td>- One on one tutoring</td>
<td>- After school programs</td>
</tr>
<tr>
<td></td>
<td>- Science courses share an emphasis on lab work, written analysis of data and the scientific method</td>
<td>- PBAT project groups</td>
<td>- Tutoring during advisory</td>
</tr>
<tr>
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</tr>
<tr>
<td>Social Studies</td>
<td>- Recommendations directly in IEPs for students with disabilities, including recommended ICT, SETTS or counseling services.</td>
<td>- Whole class instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Recommendations for accommodations or modifications from ELL department regarding literacy interventions.</td>
<td>- Small group work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Recommendations from administration conferencing and the SBST.</td>
<td>- One on one tutoring</td>
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<td>- PBAT project groups</td>
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<tr>
<td></td>
<td>-(Integration of English and Social Studies) focus on authentic research and written analysis of history through drafts and revisions of assignments, exhibitions and portfolios</td>
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</tr>
<tr>
<td></td>
<td>- 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</td>
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</tr>
<tr>
<td></td>
<td>- Students must use different modalities (legal briefs, position papers, ATLAS)</td>
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</tbody>
</table>
Thinking Routines) to demonstrate proficiency in literacy standards imbedded in the social sciences

| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | • 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. | •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 | •Whole class counseling  
• Small group counseling  
• One on one counseling  
• During school day  
• After school programs  
• During advisory |
building. Students are referred to her by Vanguard’s social worker and social work interns.

• 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
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.
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**


### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   We currently have 21 student designated as STH.

2. Please describe the services you are planning to provide to the STH population.

   OTPS funds have been reserved to purchase school supplies and clothing.

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   NA

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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.

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.

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.

Base on our analysis of student data, specific departments also target specific teacher skills when recruiting teachers. Examples include:

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

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

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

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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA
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).

NA

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 PBA 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 codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount (Refer to Galaxy for school allocation amounts) | Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.

Column A | Column B
--- | ---
Verify with an (X) | Section Reference(s)
<table>
<thead>
<tr>
<th>Title I Part A (Basic)</th>
<th>Federal</th>
<th>260,030.00</th>
<th>X</th>
<th>Goal #1 -5 #3a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,304,664.00</td>
<td>X</td>
<td>Goal #1-5 #3a</td>
</tr>
</tbody>
</table>

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

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

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:
- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.
The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.

- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

**Important Note**: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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</thead>
<tbody>
<tr>
<td>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 ESSA], 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>VANGUARD HIGH SCHOOL WILL SUPPORT PARENTS AND FAMILIES OF TITLE I STUDENTS BY:</td>
</tr>
<tr>
<td>• PROVIDING MATERIALS AND TRAINING TO HELP PARENTS WORK WITH THEIR CHILDREN TO IMPROVE THEIR ACHIEVEMENT LEVEL (E.G., LITERACY, MATH AND USE OF TECHNOLOGY);</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• FOSTERING A CARING AND EFFECTIVE HOME-SCHOOL PARTNERSHIP TO ENSURE THAT PARENTS CAN EFFECTIVELY SUPPORT AND MONITOR THEIR CHILD’S PROGRESS;</td>
</tr>
<tr>
<td>• PROVIDING ASSISTANCE TO PARENTS IN UNDERSTANDING CITY, STATE AND FEDERAL STANDARDS AND ASSESSMENTS;</td>
</tr>
</tbody>
</table>
• SHARING INFORMATION ABOUT SCHOOL AND PARENT RELATED PROGRAMS, MEETINGS AND OTHER ACTIVITIES IN A FORMAT, AND IN LANGUAGES THAT PARENTS CAN UNDERSTAND

• PROVIDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR SCHOOL STAFF WITH THE ASSISTANCE OF PARENTS TO IMPROVE OUTREACH, COMMUNICATION SKILLS AND CULTURAL COMPETENCY IN ORDER TO BUILD STRONGER TIES BETWEEN PARENTS AND OTHER MEMBERS OF OUR SCHOOL COMMUNITY;

Parental Involvement and School Quality

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.

Encouraging School-Level Parental Involvement

• 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:


• 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., ESSA/STATE ACCOUNTABILITY SYSTEM, STUDENT PROFICIENCY LEVELS, ANNUAL SCHOOL REPORT CARD, PROGRESS REPORT, QUALITY REVIEW REPORT, LEARNING ENVIRONMENT SURVEY REPORT;)

2018-19 CEP
• 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 Every Student Succeeds Act (ESSA);

• Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

• Translate all critical school documents and provide interpretation during meetings and events as needed; 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

---

**School-Parent Compact (SPC)**

VANGUARD HIGH SCHOOL, [IN COMPLIANCE WITH ESSA] 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.

---

**I. School Responsibilities: High Quality Curriculum**

| PROVIDE HIGH QUALITY CURRICULUM AND INSTRUCTION CONSISTENT WITH STATE STANDARDS TO ENABLE PARTICIPATING CHILDREN TO MEET THE STATE’S STANDARDS AND ASSESSMENTS BY: |

- USING ACADEMIC LEARNING TIME EFFICIENTLY;

- RESPECTING CULTURAL, RACIAL AND ETHNIC DIFFERENCES;

- IMPLEMENTING A CURRICULUM ALIGNED TO 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 ESSA;

- 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.

### I. School Responsibilities: Supporting Home-School Relationships

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<tr>
<td>CONDUCTING PARENT-TEACHER CONFERENCES EACH SEMESTER DURING WHICH THE INDIVIDUAL CHILD’S ACHIEVEMENT WILL BE DISCUSSED AS WELL AS HOW THIS COMPACT IS RELATED;</td>
<td></td>
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<tr>
<td>CONVENCING 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;</td>
<td></td>
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<tr>
<td>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;</td>
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<tr>
<td>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;</td>
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<tr>
<td>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;</td>
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<tr>
<td>INVOLVING PARENTS IN THE PLANNING PROCESS TO REVIEW, EVALUATE AND IMPROVE THE EXISTING TITLE I PROGRAMS, PARENT INVOLVEMENT POLICY AND THIS COMPACT;</td>
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<tr>
<td>PROVIDING PARENTS WITH TIMELY INFORMATION REGARDING PERFORMANCE PROFILES AND INDIVIDUAL STUDENT ASSESSMENT RESULTS FOR EACH CHILD AND OTHER PERTINENT INDIVIDUAL SCHOOL INFORMATION; AND</td>
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<tr>
<td>ENSURING THAT THE PARENT INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT ARE DISTRIBUTED AND DISCUSSED WITH PARENTS EACH YEAR;</td>
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<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
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### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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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.

---

## I. School Responsibilities: Providing General Support to Parents

- 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 Every Student Succeeds Act (ESSA) TITLE I REQUIREMENT FOR Every Student Succeeds Act (ESSA) 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”.

---

## II. Parent/Guardian Responsibilities

- MONITOR MY CHILD’S ATTENDANCE AND ENSURE THAT MY CHILD ARRIVES TO SCHOOL ON TIME AS WELL AS FOLLOW THE APPROPRIATE PROCEDURES TO INFORM THE SCHOOL WHEN MY CHILD IS ABSENT;

- ENSURE THAT MY CHILD COMES TO SCHOOL RESTED BY SETTING A SCHEDULE FOR BEDTIME BASED ON THE NEEDS OF MY CHILD AND HIS/HER AGE;
• CHECK AND ASSIST MY CHILD IN COMPLETING HOMEWORK TASKS, WHEN NECESSARY;

• READ TO MY CHILD AND/OR DISCUSS WHAT MY CHILD IS READING EACH DAY (FOR A MINIMUM OF 15 MINUTES)

• SET LIMITS TO THE AMOUNT OF TIME MY CHILD WATCHES TELEVISION OR PLAYS VIDEO GAMES;

• PROMOTE POSITIVE USE OF EXTRACURRICULAR TIME SUCH AS, EXTENDED DAY LEARNING OPPORTUNITIES, CLUBS, TEAM SPORTS AND/OR QUALITY FAMILY TIME;

• ENCOURAGE MY CHILD TO FOLLOW SCHOOL RULES AND REGULATIONS AND DISCUSS THIS COMPACT WITH MY CHILD;

• VOLUNTEER IN MY CHILD’S SCHOOL OR ASSIST FROM MY HOME AS TIME PERMITS;

• PARTICIPATE, AS APPROPRIATE, IN THE DECISIONS RELATING TO MY CHILD’S EDUCATION. 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

III. Student Responsibilities
ATTEND SCHOOL REGULARLY AND ARRIVE ON TIME;

· COMPLETE MY HOMEWORK AND SUBMIT ALL ASSIGNMENTS ON TIME;

· FOLLOW THE SCHOOL RULES AND BE RESPONSIBLE FOR MY ACTIONS;

· SHOW RESPECT FOR MYSELF, OTHER PEOPLE AND PROPERTY;

· TRY TO RESOLVE DISAGREEMENTS OR CONFLICTS PEACEFULLY; AND

· ALWAYS TRY MY BEST TO LEARN

· THIS PARENT INVOLVEMENT POLICY (INCLUDING THE SCHOOL-PARENT COMPACT) WAS DISTRIBUTED FOR REVIEW BY WILLIAM KLANN ON AUGUST 27, 2016.

· THIS PARENT INVOLVEMENT POLICY WAS UPDATED ON AUGUST 27, 2016.

· THE FINAL VERSION OF THIS DOCUMENT WILL BE DISTRIBUTED TO THE SCHOOL COMMUNITY ON SEPTEMBER 9, 2017 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
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Manhattan</td>
<td>Vanguard High School</td>
<td>449</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Klann</td>
<td>Erica Doyle</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erica Doyle</td>
<td>Leylah Bighach</td>
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</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Cruz-Flores</td>
<td>Caroline Fonseca</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Gonzalez - Humanities</td>
<td>Dorota Caetano - Math</td>
<td>JoAnn Grande-Pjevic</td>
<td>Kathy Pellas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Superintendent</th>
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<td>JoAnn Grande-Pjevic</td>
<td>Kathy Pellas</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy Pellas</td>
<td>Other (Name and Title)</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>0</td>
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<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
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<tr>
<td>0</td>
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<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]</th>
<th>Number of special education teachers with bilingual extensions</th>
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<tr>
<td>0</td>
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D. Student Demographics
Total number of students in school (excluding pre-K) | 430 | Total number of ELLs | 20 | ELLs as share of total student population (%) | 4.65%

**Part II: ELL Demographics**

**A. ELL Programs**

This school serves the following grades (includes ELLs and non-ELLs): Check all that apply:

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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</table>

This school offers (check all that apply):

- **Transitional bilingual education program (TBE)**: Yes |
- **Dual language program (DL)**: Yes |
- **Freestanding ENL**: Yes |

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

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<th>Program</th>
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**Part III: Assessment Analysis**

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

1. **What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?**

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

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
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.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Dedicated per session for literacy PLCs to design, implement and track the success of literacy interventions.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5)? [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
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. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Dissemination happens at the weekly Teacher Leadership Team meetings and at the monthly full staff meetings. All staff members have access to data via Google Docs.
Part IV: ELL Programming

Programming and Scheduling Information

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

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

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
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 points highlighted or bolded and they are very visual.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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

9. Based on data and trends, 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 though 12. Title III funding will be used to support after school enrichment classes in Math, Science and Humanities (English Literature and Social Studies combined).

10. If you had a bilingual program, what was the reason you closed it?
    At this point, there are no programs/services for ELLs that will be discontinued.

11. 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, and 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)

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
    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

13. How is home language support assessed and 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.

14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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. 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.

17. 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).

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

   Not applicable.

### Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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.
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.

All unit plans and lesson plans employ the lastest 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 - an all subject areas - are aligned to Common Core Standards.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

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.

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.

### 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. 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.
# 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.
## Part V: ELL Identification Attestation

### Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, William Klann, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

**School Name:** 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.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Klann</td>
<td>Principal</td>
<td></td>
<td>9/7/17</td>
</tr>
<tr>
<td>Erica Doyle</td>
<td>Assistant Principal</td>
<td></td>
<td>9/7/17</td>
</tr>
<tr>
<td>Jennifer Cruz-Flores</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>9/7/17</td>
</tr>
<tr>
<td>Jeanette Contreras</td>
<td>Parent</td>
<td></td>
<td>9/7/17</td>
</tr>
<tr>
<td>Nancy Gonzalez</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/7/17</td>
</tr>
<tr>
<td>Dorota Caetano</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/7/17</td>
</tr>
<tr>
<td>Erica Doyle</td>
<td>Coach</td>
<td></td>
<td>9/7/17</td>
</tr>
<tr>
<td>Cynthia Kravetz</td>
<td>Coach</td>
<td></td>
<td>9/7/17</td>
</tr>
<tr>
<td>Leylah Bighach</td>
<td>School Counselor</td>
<td></td>
<td>9/7/17</td>
</tr>
<tr>
<td>Kathy Pellas</td>
<td>Superintendent</td>
<td></td>
<td>9/7/17</td>
</tr>
<tr>
<td>NA</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>9/7/17</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>9/7/17</td>
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<tr>
<td>Other</td>
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<td>9/7/17</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>9/7/17</td>
</tr>
</tbody>
</table>

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2018-19 CEP
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rita Erica</td>
<td>Doyle</td>
<td>AP</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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

   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 if recorded and stored in our internal database with contact, emergency, and demographic information. We also review ATS (RCPL) to create a list of parents of non-ELLs who prefer to be contacted in a language other than English.

   Vanguard holds monthly meetings of Parent Teacher Leadership Team (PTLT) to develop programming that will promote and enrich parental communication and engagement in all languages. The Vanguard Parent Engagement Team plans to hold bimonthly activities i.e. workshops, discussions and special celebrations 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>24</td>
<td>5%</td>
<td>35</td>
<td>5%</td>
</tr>
<tr>
<td>Chinese</td>
<td>19</td>
<td>3%</td>
<td>19</td>
<td>3%</td>
</tr>
<tr>
<td>French</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arabic</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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<td>3%</td>
</tr>
<tr>
<td>French</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arabic</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Handbook</td>
<td>September 2017</td>
<td>All written translations completed by staff (per session activity)</td>
</tr>
<tr>
<td>Parent Newsletter (Digital)</td>
<td>The First of each month, September 2017 through June 2018</td>
<td>Written translations available in hyper links (staff per session activity)</td>
</tr>
<tr>
<td>Parent Calendar (Digital)</td>
<td>September 2017 February 2018</td>
<td>Written translations available in hyper links (staff per session activity)</td>
</tr>
<tr>
<td>SLC Minutes</td>
<td>The 15th of each month, September 2017 through June 2018</td>
<td>Written translations available in hyper links (staff per session activity)</td>
</tr>
<tr>
<td>Field Trip Permission Slips</td>
<td>As needed...</td>
<td>All written translations completed by staff (per session activity)</td>
</tr>
<tr>
<td>Regents and PBAT schedules</td>
<td>December 2017 and May 2018</td>
<td>All written translations completed by staff (per session activity)</td>
</tr>
<tr>
<td>Graduation Calendar</td>
<td>May 2018</td>
<td>All written translations completed by staff (per session activity)</td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Night -</td>
<td>September 2017</td>
<td>Staff translators (per session activity)</td>
</tr>
<tr>
<td>Student Led Conferences</td>
<td>October 2017 and February 2018</td>
<td>Staff translators (per session activity)</td>
</tr>
<tr>
<td>Individual ELL Program Status Meetings</td>
<td>Throughout September and October 2017</td>
<td>Staff translators (per session activity)</td>
</tr>
<tr>
<td>FAFSA</td>
<td>November 2017</td>
<td>Staff translators (per session activity)</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

All staff members have been trained in using the official DOE translations services, which will be used for phone calls in case of emergency.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

The Assistant Principal (our LAC) leads a full staff PD on the DOE translation over-the-phone interpretations service in September.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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. We also use documents can be found at the Translation and Interpretation Unit’s intranet site: http://tinyurl.com/TIResources.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

ELL Parent survey (first 20 days of enrollment)

SLC parent feedback surveys - October 2017 and February 2018