



**FIORIELLO H. LAGUARDIA HIGH SCHOOL
OF MUSIC & ART AND PERFORMING ARTS**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: (03/ MANHATTAN/ 03M485)
ADDRESS: 100 AMSTERDAM AVE., NYC 10023
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 03M4875 **SCHOOL NAME:** Fiorello H. LaGuardia High School of Music & Arts and Performing Arts

SCHOOL ADDRESS: 100 Amsterdam Ave, NYC 10023

SCHOOL TELEPHONE: (212) 496-0700 **FAX:** (212) 724-5748

SCHOOL CONTACT PERSON: Mark Stricklin **EMAIL ADDRESS:** mstricklin@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mark J. Stricklin, Ed.D.

PRINCIPAL: Kim M. Bruno

UFT CHAPTER LEADER: Paula Washington, Ph.D.

PARENTS' ASSOCIATION PRESIDENT: Judy Maeda

STUDENT REPRESENTATIVE:
(Required for high schools) Diana Lin

DISTRICT AND NETWORK INFORMATION

DISTRICT: 03 **CHILDREN FIRST NETWORK (CFN):** 206

NETWORK LEADER: Jayne Godlewski

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: The signatures of SLT members on this page indicate their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Kim M. Bruno	*Principal or Designee	
Dr. Paul Washington	*UFT Chapter Chairperson or Designee	
Judy Maeda	*PA/PTA President or Designated Co-President	
NA	Title I Parent Representative (<i>suggested, for Title I schools</i>)	NA
NA	DC 37 Representative, if applicable	NA
Diana Lin	Student Representative	
Ben Arno	Student Representative	
Barbara Pollard	CBO/Alumni & Friends	
Joey Smith	Member/UFT	
Lucinda Santiago	Member/UFT	
Philip Johnson	Member/UFT	
Miriam Helfgott	Member/CSA	
Dr. Mark J. Stricklin	Member/CSA	
Jan Carr	Member/Parent	
Sue Simmons	Member/Parent	
Ellen Rieser	Member/Parent	
Larry Brandman	Member/Parent	
Carol Sternhell	Member/Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

NEW YORK CITY SPECIALIZED HIGH SCHOOL: THE "FAME" SCHOOL

<p>The dual mission of this extraordinary specialized high school is to provide to each student professional preparation in atelier and conservatory arts education and college-preparatory academic education.</p>

Fiorello H. LaGuardia High School of Music & Art and Performing Arts enjoys an international reputation as the first and foremost high school dedicated to nurturing students gifted in the arts. LaGuardia Arts continues to be the model for schools of the arts throughout the world because we provide a uniquely balanced educational experience that includes both rigorous conservatory-style training and a challenging, comprehensive college-preparatory academic program. Our conservatory programs are: Art, Dance, Drama, Instrumental and Vocal Music, and Technical Theater.

The LaGuardia Arts heritage dates back to 1936, when Mayor Fiorello H. LaGuardia established a school to serve as a haven for students gifted in the arts. The present LaGuardia Arts was created by the consolidation of two illustrious schools: The High School of Music and Art and The School of Performing Arts (the "Fame" school). In 1984, we moved to the state-of-the-art building at Lincoln Center that was designed especially for us and provides world-class facilities, including: a 1,150-seat concert hall; a 450-seat theater; a 150-seat black-box theater; dance and instrumental studios; a recording studio; an art gallery; and science and computer laboratories.

Applicants are admitted via a New York State-mandated admissions process based on a competitive audition and a review of student records. This process helps foster student success in both the challenging arts and academic programs. The school's 2,600 students are drawn from all five boroughs and reflect the diverse composition of New York City. Each year, approximately 700 students are admitted from more than 9,000 applicants, making LaGuardia Arts one of the most selective New York City public high schools.

In November 2010, the Blackboard Awards recognized LaGuardia Arts as the Outstanding High School for the City of New York. U.S. News & World Report recognized us in their December 2007 issue of America's Best High School as a Silver Medal School – one of 405 top-performing high schools nationwide -- based on college-readiness performance, using Advanced Placement data as the benchmark for success.

LaGuardia Arts received an "A" on the 2008 – 2009 Progress Report; was recognized with an "Outstanding" on the 2007 – 2008 School Quality Review and earned an A on the 2007-08 Progress Report -- the only Specialized High School to receive this distinction -- and was among only 134 schools who earned both the highest rating of "A" on the Progress Report and the top status of "well developed" on the School Quality Review for the 2006 - 2007 school year.

The New York State Commissioner of Education honored LaGuardia Arts in 2006 and 2007 as a "high performing/gap closing" school – one of only 98 in the State.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Fiorello H. LaGuardia High School of Music & Art a							
District:		3	DBN:		03M485	School BEDS Code:		310300011485	
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9	√	Ungraded		
	2		6		10	√			
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		0	0	0			95.7	95.7	TBD
Kindergarten		0	0	0					
Grade 1		0	0	0	Student Stability - % of Enrollment:				
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 3		0	0	0			99.5	99.4	TBD
Grade 4		0	0	0					
Grade 5		0	0	0	Poverty Rate - % of Enrollment:				
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 7		0	0	0			19.0	15.0	29.5
Grade 8		0	0	0					
Grade 9		611	556	693	Students in Temporary Housing - Total Number:				
Grade 10		677	627	581	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 11		663	658	608			3	12	TBD
Grade 12		621	660	645					
Ungraded		0	0	0	Recent Immigrants - Total Number:				
Total		2572	2501	2527	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
							4	1	0
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		0	0	0	Principal Suspensions		36	44	TBD
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		6	5	TBD
Number all others		19	24	23					
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
CTE Program Participants		N/A	537	395					
Early College HS Program Participants		0	0	0					
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
<i>(BESIS Survey)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Number of Teachers		154	149	TBD
# in Transitional Bilingual Classes		0	0	0					
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		10	6	3					

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	32	33	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	0	TBD	% fully licensed & permanently assigned to this school	98.8	98.7	TBD
				% more than 2 years teaching in this school	79.5	82.1	TBD
				% more than 5 years teaching anywhere	68.3	73.7	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	88.0	87.0	TBD
American Indian or Alaska Native	0.2	0.3	0.2		95.6	95.3	TBD
Black or African American	16.6	16.5	15.7				
Hispanic or Latino	19.2	17.7	17.0				
Asian or Native Hawaiian/Other Pacific Isl.	19.0	19.4	19.7				
White	45.0	46.0	46.5				
Male	25.2	24.9	25.2				
Female	74.8	75.1	74.8				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
√	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
Individual Subject/Area AYP Outcomes:								
Elementary/Middle Level				Secondary Level				
ELA:				ELA: √				
Math:				Math: √				
Science:				Graduation Rate: √				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:								
				Elementary/Middle Level		Secondary Level		
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target	
All Students				√	√	√		
Ethnicity								
American Indian or Alaska Native				-	-	-		
Black or African American				√	√			
Hispanic or Latino				√	√			
Asian or Native Hawaiian/Other Pacific Islander				√	√			
White				√	√			
Multiracial								
Students with Disabilities				-	-	-		
Limited English Proficient				-	-	-		
Economically Disadvantaged				√	√			
Student groups making AYP in each subject				6	6	1		
CHILDREN FIRST ACCOUNTABILITY SUMMARY								
Progress Report Results – 2008-09				Quality Review Results – 2008-09				
Overall Letter Grade:	A			Overall Evaluation:	NR			
Overall Score:	85.2			Quality Statement Scores:				
Category Scores:				Quality Statement 1: Gather Data				
School Environment:	8.2			Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	24.1			Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise				
Student Progress:	50.9							
<i>(Comprises 60% of the Overall Score)</i>								
Additional Credit:	2							
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE				
√ = Made AYP				Δ = Underdeveloped				
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features				
X = Did Not Make AYP				√ = Proficient				
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed				
KEY: PROGRESS REPORT DATA				◊ = Outstanding				
NR = Data Not Reported				NR = No Review Required				
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.								
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.								
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf								

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Our greatest accomplishments over the last few years:

- LaGuardia Arts received an "A" on the 2009 – 2010 and the 2008 – 2009 Progress Reports; was recognized with an "Outstanding" on the 2007 – 2008 School Quality Review and earned an A on the 2007-08 Progress Report, the only Specialized High School to receive this distinction; and was among only 134 schools who earned both the highest rating of "A" on the Progress Report and the top status of "well developed" on the School Quality Review for the 2006 - 2007 school year.
- In November 2010, the Blackboard Awards recognized LaGuardia Arts as the Outstanding High School for the City of New York.
- Honored in 2006 and 2007 by NYS Commissioner of Education as a "high performing/gap closing" school -one of only 98 high schools in the state.
- Recognized by *U.S. News & World Report* in their December 2007 issue of America's Best High School as a Silver Medal School – one of 405 top-performing high schools nationwide -- based on college-readiness performance, using Advanced Placement data as the benchmark for success.
- Cohort Graduation Rate is at 98%, which puts us in the top 95% of schools in NYC.
- Established *Academic Intervention Services (AIS) Program* to provide support to at-risk students. Over the last 3 years we have implemented:
 - Support classes for students scoring below grade level on 8th grade standardized tests and LaGuardia Placement Test: *Reading Workshop, Math A(4 Terms), Writing Workshop*
 - Centralized Tutoring Center open during lunch periods for all academic subjects as well as after-school and week-end tutoring
 - Advisory Program for students in need of academic and social/emotional support
 - Student Interim Reports to be distributed after the first marking period for every student at-risk of failure
 - Student Weekly Progress Reports for highly at-risk students
 - Circular 6 restructuring to support student achievement through individual tutoring and small-group instruction
 - *PM School Academy* established to support student needs. Course offerings include: Credit Recovery courses, Mid-Term & Final Exam Prep, and Regents Prep.
- Increased course offerings to promote higher student achievement, e.g., *AP Environmental Science, AP Japanese, Forensic Science, and Opera Workshop (Sr. & Jr.)* as well as after-school acceleration classes in *Math B, Pre-Calculus, Trigonometry, Beginning Guitar, Pointe, Singing for Non-Majors, and Acting for Film.*
- Established *Da Vinci Scholars Program* to offer enrichment to academically motivated students
- Instituted the following to build community and cultivate school-wide communication:
 - *La Guardia Arts Weekly Bulletin*: periodical disseminated weekly to the entire learning community

- Principal's *Morning Address* over PA system to student body and staff
- *Fiorello Friday* musical showcase in front Lobby every Friday morning to welcome students and staff and promote upcoming performance events
- *Show Gallery* located outside Concert Hall depicting original artwork advertising school productions
- Annual Musical: all-school studio event/to bring students from all studios together with one purpose. This event is produced by Principal and partially funded by Alumni & Friends and Parent Association.
- Established professional archive (DVD& CD library) to document all performance events
- Use of technology to support learning and data analysis:
 - Created position of AP Data /Technology position
 - Hired full-time Computer Coordinator
 - Hired full-time Technical Director to service all studio productions and interface with Technical Theater Program
 - Use of Daedalus software to more efficiently monitor student growth and track student college applications and acceptances
 - Offered PD workshops on: DOE Web site, EGG, electronic gradebooks, Geometer Sketchpad, graphing calculators, and SmartBoard.
 - Purchased SmartBoards, LCD projectors, mobile PC computer lab, Mac lab, and state-of-the-art piano lab
- Enhanced the professional standard of public performances, shows, and exhibitions that occur annually through the hiring of professional consultants to support existing studio programs
- Awards & Accolades:
 - Our students are nationally recognized as:
 - William Byrd Scholars
 - Advanced Placement Scholars with Honors
 - National Merit Achievement winners
 - Honors include: 8 time winner of American Theatre Wing Tony Award for Excellence in Education and for support of the American theatre community, Drama Desk Excellence in Acting, Essentially Ellington, Sony Corporation Award, BMI Foundation Award, Bertelsman Music Award, Rothko Awards, National Council of Teachers of English Award, Literary Magazine Award of Excellence, The Lincoln Douglas Debate Team Prize, Intel Competition: finalists & semi-finalists. Writing awards include awards from: National Endowment for the Humanities, Young Playwrights, Barnard College, American Scholastic Press Association, The Alliance for Young Artists & Writers, NCTE Excellence in Student Literary Magazines; and a host of other honors & accolades
 - Recipient of a \$2,000,000 endowment from the Talented Students in the Arts Initiative (TSAI), a collaboration of the Doris Duke Charitable Foundation and the SURDNA Foundation. A total of 5 public performing arts high schools and 10 national performing arts training institutions in the country received grants through TSAI. This annual grant funds master classes, workshops, private voice lessons, and professional arts consultants
 - Honored in 2005 by National Foundation of the Arts for having more Arts Recognition and Talent Search ARTS winners than any other school in the nation over the last 35 years
 - Scholarships: La Guardia Arts class of 2010 received over \$13,000, 000 in scholarships - over \$46, 000,000 over 4 years
 - Awarded \$650,000 New York City Council grant to renovate Concert Hall and establish state-of-the-art Piano Lab (2006.07)
 - Awarded \$750,000 New York City Council grant to purchase Steinway pianos. (2008.09)
 - Awarded \$215,000 New York City Council grant to upgrade Performance Space Lighting
 - Awarded \$105,000 annual VATEA Grant (Vocational Technical Education Act) to support our Technical Theatre Program
 - 2007 Recipient of \$450,000 federally funded Foreign Language Assistance Program (FLAP) Grant for Expansion and Growth of Japanese Program over three years.
 - An award winning athletic program. 2009 – 2010 season highlights include: Girls Soccer quarterfinalists; Boys Gymnastics, 2nd Place at City Championships; Girls Cross Country, Borough Champions; and Girls Softball, Division B City Champions

Strengths:

- Model for schools of the arts throughout the world because we provide a uniquely balanced educational experience that includes both rigorous conservatory arts training and a challenging, comprehensive college-preparatory academic program
- Passionate learning community dedicated to school's mission and vision
- Principal with a vision
- LaGuardia Arts faculty members have superb artistic accomplishments in their own rights as professional performers, conductors, writers, choreographers, artists, and museum curators. Many have earned doctorates and have been named "Outstanding Teachers" and "Outstanding Supervisors."
- School embraces empowerment model of decision-making

Challenges:

- Meeting the needs of both studio and academics in a dual mission school, e.g., resources expended in support of the school's dual mission limits the flexibility the school has to institute other instructional initiatives such as increasing the number of reduced size academic classes and increasing the number of studio electives
- Implementing cost savings by "Going Green"
- Continuing collaborative efforts to improve interdisciplinary education

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal 1: To Increase Regents and Studio Comprehensive Exam Passing Rates

- By June 2011, 98% of all 10th grade students will pass a Mathematics Regents Exam, i.e., Integrated Algebra, Geometry, Algebra 2/Trig
- By June 2011, 95% of all eligible students will pass a studio comprehensive exam in either Dance, Drama, Music, Technical Theatre or Visual Arts

Goal 2: To Accelerate Student Achievement

- By June 2011, 35% of all 10th grade students will pass the ELA Regents Exam
- By June 2011, 95% of all students will fulfill the Foreign Language requirement for graduation by the end of the 10th grade
- By June 2011, align 11th grade English and Social Studies curriculum to promote cross-curricular collaboration and student mastery
- Continue to maintain and promote a rich AP Program

Goal 3: To Implement Phase 4 of the School's Technology Plan

- By June 2011, implement on-line credit recovery
- Increase in teacher usage of data to support student achievement
- Increase communication with parents via e-mail and Daedalus
- Increase use of technology in the classroom
- Increase the number of students who use on-line databases to improve their research skills

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area(where relevant): _____

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To Promote Higher Student Achievement</p> <ul style="list-style-type: none"> • By June 2011, 98% of all 10th grade students will pass a Mathematics Regents Exam, i.e., Integrated Algebra, Geometry, Algebra 2/Trig • By June 2011, 95% of all eligible students will pass a Studio Comprehensive Exam, i.e., Dance, Drama, Music, Technical Theatre, Visual Arts
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Strategies/Activities</u></p> <ul style="list-style-type: none"> • Continue to revise 3-year sequence in Math curriculum to reflect the new NYS mandates • Introduce AVENTA Learning Program for credit recovery in academic subjects • Revise lunchtime Tutoring Program to include subject teacher feedback on skills to be improved • Designate an Assistant Principal to coordinate the Lunchtime Tutoring Program • Include newly hired library teacher in curriculum development and planning to improve instruction and to teach info skills aligned with NYS learning standards in classroom curriculum • Increase the number of student tutors in after-school Peer Tutoring Program • Expand PM School Academy to include both Regents and Studio Comprehensive prep classes <p><u>Target Population</u> 10th and 12th grade cohorts</p> <p><u>Responsible Staff</u> Principal, assistant principals, and teachers</p> <p><u>Implementation Timelines</u> September 2010 – June 2011</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Use OTPS to fund additional computer software for credit recovery program • Use C4E and per session monies to fund additional after-school tutoring in Regents and Studio Comprehensive prep classes
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Regents Exam Scores • Studio Comprehensive Scores • Progress Report Weighted Regents Results • Student Tutoring Logs • Level 2 Student Scholarship Reports • Library Classroom Visitation Schedule • PM School Academy Course Listings • Classroom observations and assessments will show an alignment between the 3-year Mathematics sequence and NYS standards • Classroom observations and assessments will show an alignment between the studio curricula and NYC Arts Blueprint

<p>Annual Goal #2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 2: To Accelerate Student Achievement</p> <ul style="list-style-type: none"> • By June 2011, 35% of all 10th grade students will pass the ELA Regents Exam • By June 2011, 95% of all students will fulfill the Foreign Language requirement for graduation by the end of the 10th grade • By June 2011, align 11th grade English and Social Studies curriculum to promote cross-curricular collaboration and student mastery • Continue to maintain and promote a rich AP Program
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Strategies/Activities</u></p> <ul style="list-style-type: none"> • Form cross-curricular teams to align English & Social Studies curricula • Form inter-disciplinary Inquiry Teams • Assist teachers to receive College Board training in AP coursework during the summer • Increase the number of student tutors in after-school Peer Tutoring Program • Maintain PM School Academy tutoring and Regents Prep classes • Develop the curriculum for AP World History course <p><u>Target Population</u> 10th, 11th, and 12th grade cohorts</p>

	<p><u>Responsible Staff</u> Principal, assistant principals, and teachers</p> <p><u>Implementation Timelines</u> September 2010 – June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Use ARRA funding for Common Core Standards • Use Inquiry Team funding for Interdisciplinary Inquiry Teams • Use CFE funding for PM School Academy, Summer School, and Regents Prep • Use Tax Levy funding for Peer Tutoring
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Progress Report Weighted Regents Results • Regents Exam Scores • AP Exam Results • English Honors 10th Grade Curriculum • English/Social Studies 11th Grade Curriculum • Student Tutoring Logs • Library Classroom Visitation Schedule • Inter-Disciplinary Lesson Plans & Projects • Inquiry Team Rosters • PM School Academy Course Listings

<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To Implement Phase 4 of the School's Technology Plan</p> <ul style="list-style-type: none"> • By June 2011, implement on-line credit recovery • Increase in teacher usage of data to support student achievement • Increase communication with parents via e-mail and Daedalus • Increase use of technology in the classroom • Increase the number of students who use on-line databases to improve their research skills
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Strategies/Activities</u></p> <ul style="list-style-type: none"> • Establish an on-line Student & Staff Learning Center in the Library • Create a Library Website to provide remote access to curriculum related material for the learning community • Schedule Inquiry Team led mini-sessions during department meetings to train teachers to analyze data to support instruction • Schedule ACUITY PD providers to mentor Math & English teachers in using the on-line ACUITY database • Schedule teacher inter-visitations to include the observations of lessons which utilize technology • Provide Daedalus training to parents during evening PA meetings <p><u>Target Population</u> Students in need of academic intervention, parents, and 9th grade cohort.</p> <p><u>Responsible Staff</u> Principal, assistant principals, and teachers</p> <p><u>Implementation Timelines</u> September 2010 – June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Strategies will be implemented using existing resources and support structures.</p> <p>Use Tax Levy funds to:</p> <ul style="list-style-type: none"> • Hire 2 additional computer service technicians • Purchase additional LCDs, Lap Top Computers, Desk Top Computers, and upgrade Apple Memory • Fund mouse squad to provide technical support to teachers in our computer labs • Provide after school PD sessions to train teaching staff and guidance counselors to utilize ARIS and Daedalus to track student achievement • Subscribe to a variety of electronic data bases and provide remote access to LaGuardia Library Catalog <p>Use NYSTL funds to</p> <ul style="list-style-type: none"> • Purchase additional LCDs, Lap Top Computers, Desk Top Computers, and upgrade Apple Memory

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Teacher Inter-Visitation Logs
- Professional Development Sign-In Sheets and Evaluations
- Galaxy Reports
- Scholarship Reports
- Parent Daedalus Account Usage
- Department & Faculty Reports
- Library Website "hits"
- Number of Library Books Reserved On-Line

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	43	50	NA	NA	18	0	6	5
10	30	66	12	NA	48	0	10	5
11	9	0	2	9	49	0	12	3
12	0	5	4	24	64	0	8	2

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Writing Workshop is a remedial English course with reduced class size offered to students in grades 10 - 12. Reading Workshop is a specialized 9 th grade English course that focuses on developing the fundamental skills necessary to be a strong reader. Individual and small-group tutoring is held daily during all students' lunch periods, and peer tutoring is held daily after school.
Mathematics:	Individual and small-group tutoring is held daily during all students' lunch periods, and peer tutoring is held daily after school. The Intermediate Algebra sequence is offered over four semesters to math students needing AIS.
Science:	Individual and small-group tutoring is held daily during all students' lunch periods, and peer tutoring is held daily after school.
Social Studies:	Individual and small-group tutoring is held daily during all students' lunch periods, and peer tutoring is held daily after school.
At-risk Services Provided by the Guidance Counselor:	Guidance Counselors provide specific interventions as outlined in the Guidance Action Plan for at-risk students. Guidance Counselors meet weekly with an Advisory Group of 10 students. Guidance Counselors provide mandated counseling services to special education students. Counselors may also choose to implement "Daily Progress Sheets" to at-risk students to better monitor daily performance in classes. Counselors also facilitate group meetings with the at-risk student, his/her parents or guardian and teachers when deemed necessary.
At-risk Services Provided by the School Psychologist:	The School Psychologist provides assessment to at-risk students to determine eligibility for special education services.
At-risk Services Provided by the Social Worker:	School Social Workers meet individually with students and, when applicable, parents to meet the social/emotional needs of at-risk students. Social workers meet weekly with an Advisory Group of 10 students. Social Workers provide mandated counseling services to special education students.
At-risk Health-related Services:	At-risk health-related services are provided to students when necessary as outlined in the Guidance Action Plan for at-risk students.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

LAP team members include Kim Bruno, Principal; Elisabeth Mansfield, Assistant Principal, Foreign Language/ESL Department; Anthony Della Penna, Chiaki Rochkind and Valerie Mitchell, certified ESL teachers; Pat Delio, Parent Coordinator; Mike Bonventre, Director of Guidance.

Teacher Qualifications

There is one fully certified ESL teachers servicing our ELL students: Anthony Della Penna. He speaks English, Italian and French.

Identification Process

In order to identify our ELL students, we administer the Home Language Identification Survey (HLIS), which includes the informal oral interview in English and in the native language. We also administer the NYSELAT every spring and the LAB-R with the first ten days of a student’s matriculation in New York City public schools. Based on the results of these exams we have ascertained that all of our ELL students are advanced and therefore receive 225 minutes of ELL instruction per week.

ELL Demographics

There are currently 2 ELL students in our school representing .00007% of our student body. There is one ELL class: ESL Skills. There are no SIFE students in our school. Our ELL population consists of Spanish and Armenian speakers. We do not have a bilingual program at our school nor do we have any SIFE students.

Parent Choice

At the beginning of the year letters were sent to parents by our ELL teacher, Anthony Della Penna, informing them that if they wanted their children to attend a school with a bilingual program that that option would be available. They all declined (letters maintained on file). We do not have a TBE program. Parents have requested that their children increase their English proficiency, and, to that end, we have enrolled them in our Skills class. The trend in our school is for the ELL population to continue taking the Skills class.

Assessment Analysis

The ELL population in our school tends to fare better on the listening and speaking portions of the NYSESLAT and LAB-R. Improvement needs to be made in reading and writing. The NYSESLAT/LAB-R data reveal that, across grades and proficiency levels, students are struggling with their reading and writing. Our students take all Regents exams in English. Our students take all Regents exams in English. In addition to the NYSESLAT, we use the Regents as well as midterms and finals to glean information on student progress.

Planning for ELLs/Delivery of Instruction

Our students are instructed a homogenous group as they are all advanced. Our ESL teacher uses differentiated instructional methods including: lecture, reading comprehension, listening comprehension, vocabulary enrichment, grammar instruction, student presentations, TPR, kinesthetic learning, audio-visual, as well as cooperative learning. (As we are not a bilingual school, we do not instruct in students’ native languages.)

For the students who have been here less than three years, our ESL teacher ensures that, in addition to receiving the required minutes per week of ELL instruction, they receive continual guidance and help navigating the course of their studies, i.e. college planning, study skills, and note taking.

For the student who has been here from four to six years, our ESL teacher monitors his grades, communicated regularly with his academic and arts’ teachers to better guide instruction.

Once a week, our ELL teacher provides individual assistance to both students in all academic content areas including ELA, math, social studies and science.

Our advanced students receive 225 minutes per week of ELL instruction as well as 225 additional minutes of ELA. We have no beginning-level students nor do we offer NLA instruction. We have no SIFE, no special-needs and no newcomers ELLs. We provide the state-mandated testing accommodations for former ELLs. We always offer our students assistance with whatever subject matter they find challenging. The Skills class in particular offers students a chance to request help in all other academic as well as studio classes.

We offer all students who reach proficiency on the NYSESLAT the opportunity to take our Skills class as well as the testing accommodations they are entitled to. We currently have no ELLs who will require more than four years to graduate.

We offer Japanese, Italian, French and Spanish to advanced-level ELLs. Our Skills class devotes a considerable amount of time to test-prep skills. One of the positive aspects of having such a small ELL population is that teachers can offer highly individualized attention when Regents are given.

Resources and Support

We use laptops, LCD projectors, SMART boards, TV's, projectors as well as an assortment of books and language aides. An ELL workshop was given to all staff in October. Our staff continually visits our ELL classes for professional development as well as attends off-site ELL workshops at various locations throughout the city. Our ELL teacher frequent addresses the special needs of ELL students at monthly faculty and department conferences. A copy of the testing accommodations has been provided to every staff member including the administration.

Parental Involvement

Parents were invited to attend an ELL orientation workshop in October of 2009. The workshop was geared to aiding the parents' understanding of what our ELL teacher would be doing to help their children attain proficiency in English as well as support them throughout the year in their other academic classes. Parents were also informed of the testing accommodations that their children are entitled to. We evaluate the needs of our ELL parents by continually communicating with them through progress reports, report cards and frequent phone calls home using the Department of Education's translation services when necessary. There are currently no partnerships with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

This Section is Not Applicable for LaGuardia Arts

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Form TIII – A (1)(a)

Grade Level(s) _____ **Number of Students to be Served:** _____ **LEP** _____ **Non-LEP**

Number of Teachers _____ **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

N/A

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

N/A

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

There were two primary ways data was gathered and assessed regarding the school's written translation and interpretation needs. The first was through analyzing the information found on the Home Language Report (RHLA). The second was by interviewing staff members who are in constant contact with parents.

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

The key findings of the assessment are:

- Forty-nine different languages are spoken in our students' homes. After English (72%), Spanish is spoken most frequently (8%) followed by Russian (3%).
- Staff members are available to translate/interpret in thirteen languages.
- Parents are able to access the school's website in English, Spanish, Korean, Japanese, Chinese, German, French, Italian, and Portuguese.
- Translated documents are not readily accessible to parents; however, these documents are available when requested.

The key findings of the assessment were reported to school community through the School Leadership Team and to the Principal's Cabinet.

Part B: Strategies and Activities

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

The Parent Coordinator will be responsible for maintaining written translations of all documents that are Centrally and Regionally produced. In addition, student specific documents will be translated in the covered languages. As a matter of practice, a notice indicating how parents can request free translation or interpretation will be included on the face of all English documents that is disseminated to all parents.

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

An outreach effort will be conducted to inform parents of interpretation services offered by the school. Interpreting services are readily available for Spanish speaking parents. The Parent Coordinator maintains a list of staff members who provide translation services. When it is necessary to have an interpreter and the school is not able to provide one, a DOE vendor is used.

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

All parents are notified annually of their rights regarding translation and interpretation services. This information is disseminated in the Weekly Bulletin, emailed to parents and posted on the school's website. Additionally, appropriate signage is posted in the main lobby.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

This Section is Not Applicable to LaGuardia Arts

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in

consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this

consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated in	Amount Contributed to Schoolwide Pool <i>(Refer</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each
--------------	--	--	--	--

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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

	or Local)	the Schoolwide Program (✓)			to Galaxy for FY'11 school allocation amounts)	program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

-
- 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This Section is Not Applicable to LaGuardia Arts

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. **Note:** If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

This Section is Not Applicable to LaGuardia Arts

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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

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).

There are currently 5 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

STH will receive support for emergency supplies as well as educational support services.

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 in your Children First Network.
4. The allocation received is \$4,877.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Fiorello H. LaGuardia High School of Music & Art a						
District:	3	DBN:	03M48	School		310300011485	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	v	Ungrade
	2		6		10	v	
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		95.7	95.7	95.7
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3	0	0	0		99.5	99.4	99.6
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7	0	0	0		19.0	29.5	26.9
Grade 8	0	0	0				
Grade 9	556	693	682	Students in Temporary Housing - Total Number:			
Grade 10	627	581	693	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 11	658	608	565		3	12	3
Grade 12	660	645	604				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	2501	2527	2544	<i>(As of October 31)</i>	2007-	2008-	2009-
					4	1	0
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	0	0	0	Principal Suspensions	36	44	40
# in Collaborative Team Teaching (CTT)	0	0	0	Superintendent Suspensions	6	5	4
Number all others	24	23	30				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	N/A	537	395
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)							
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	6	3	TBD		00	00	10
# ELLs with IEPs	0	0	TBD	Number of Teachers	154	149	134
				Number of Administrators and Other Professionals	32	33	31
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	0	0	1

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	2	0	3	% fully licensed & permanently assigned to this	98.8	98.7	98.6
				% more than 2 years teaching in this school	79.5	82.1	95.5
				% more than 5 years teaching anywhere	68.3	73.7	85.1
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		88.0	87.0	93.3
American Indian or Alaska Native	0.3	0.2	0.3	% core classes taught by "highly qualified" teachers	95.6	95.3	95.3
Black or African American	16.5	15.7	14.5				
Hispanic or Latino	17.7	17.0	17.0				
Asian or Native Hawaiian/Other Pacific	19.4	19.7	19.8				
White	46.0	46.5	47.7				
Male	24.9	25.2	26.7				
Female	75.1	74.8	73.3				

2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In	v	Basic	Focused	Comprehensive
Improvement Year 1					
Improvement Year 2					
Corrective Action (CA) –					
Corrective Action (CA) –					
Restructuring Year 1					
Restructuring Year 2					
Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific				v	v	
White				v	v	
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups				6	6	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	79	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	7.4	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	23.1	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	48.5					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE				
v = Made AYP		U = Underdeveloped				
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features				
X = Did Not Make AYP		P = Proficient				
– = Insufficient Number of Students to Determine AYP		WD = Well Developed				
		NR = Not Reviewed				

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN206	District 3	School Number 485	School Name LaGuardia HighSchool
Principal Kim Bruno		Assistant Principal John Sommers	
Coach		Coach	
Teacher/Subject Area Anthony Della Penna/ESL		Guidance Counselor Michael Bonventre	
Teacher/Subject Area Chiaki Rochkind/Japanese/ESL		Parent Lynn Hippen	
Teacher/Subject Area Valerie Mitchell/French/ESL		Parent Coordinator Pat Delio	
Related Service Provider		Other	
Network Leader Jane Godlewski		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	9
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	2555	Total Number of ELLs	2	ELLs as Share of Total Student Population (%)	0.08%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. In order to identify our ELL students we administer the Home Language Identification Survey (HLIS) upon registration. This process includes an oral interview in English as well as the native language if necessary. We also administer the NYSESLAT every spring and the LAB-R within the first ten days of a student's matriculation in the New York City public schools. Based on the results of these exams we have ascertained that both of our ELL students are advanced and therefore receive 225 minutes per week: 45 minutes more than the 180 required by law.
2. To ensure that parents understand all three program choices, we outline these options in great detail during our oral interviews as well as send letters home (if necessary, in native languages) outlining these choices.
3. The Parent Coordinator and the head of Guidance ensure that all entitlement letters are returned.
4. In order to place ELL students into ESL instructional programs, we abide by the parents' wishes as indicated in the entitlement letters.
5. The trend over the past few years has been 100% for the ESL instructional program offered at our school.
6. The program models offered at our school are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1			1						2
Total	1	0	0	1	0	0	0	0	0	2

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish										0	0
Chinese										0	0
Russian										0	0
Korean										0	0
Haitian										0	0
French										0	0
Other										0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											1			1
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	0	0	0	0	0	0	0	0	1	1	0	0	2

Part IV: ELL Programming

A. Programming and Scheduling Information

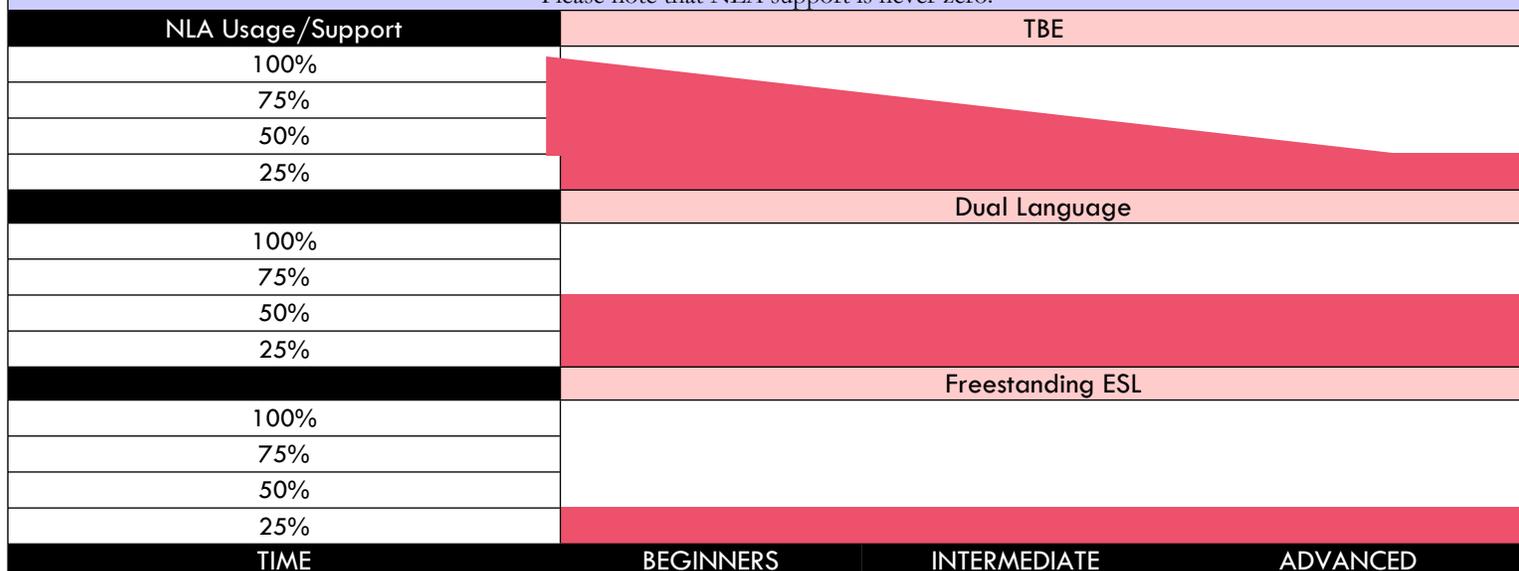
<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? 2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)? <ol style="list-style-type: none"> a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? 3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development. 4. How do you differentiate instruction for ELL subgroups? <ol style="list-style-type: none"> a. Describe your instructional plan for SIFE. b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. c. Describe your plan for ELLs receiving service 4 to 6 years. d. Describe your plan for Long-Term ELLs (completed 6 years). e. Describe your plan for ELLs identified as having special needs.
<ol style="list-style-type: none"> 1. a) Instruction is delivered in a self-contained class with one certified ELL teacher. b) The program model is Ungraded and Homogeneous. 2. We ensure that the mandate number of minutes are delivered to our students by providing a daily 45-minute ESL class to all entitled students. 3. The content areas are delivered in our class through the teaching of comprehensive units in science, math, social studies and English and World literature. 4. a) Presently we have no SIFE students at LaGuardia High School. b) For our newcomers we ensure that - in addition to the required weekly minutes of instruction - they receive support from guidance and the Parent Coordinator as well as the head of the Foreign Language department who oversees the ELL program. c) To address the needs of our ELLs receiving 4 to 6 years of service, we monitor their report card grades in all subjects, provide after-school tutoring and offer test-prep classes. d) We do not have Long-Term ELLs at our school e) We do not have ELLs identified as having special needs.

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. Our target intervention programs for ELLs in ELA, math, social studies and science include after-school and lunch-time tutoring, translation (when requested), communication with content-area teachers to better assess ELLs progress and ways to help their achievement.
6. We offer continuing transitional support for ELLs reaching proficiency on the NYSESLAT by monitoring their academic progress, offering after-school and lunch-time tutoring as well as support from the guidance department and the Parent Coordinator.
7. No new programs/services for ELLs will be offered this year.
8. No programs/services for ELLs will be discontinued this year.
9. ELLs are afforded equal access to all school programs by being offered the same course options as their non-ELL counterparts. They take all academic and arts classes with non-ELL students (as well as other ELLs) and are encouraged to join clubs, sports teams, and after-school tutoring.
10. We use novels, ESL grammar/writing/listening/speaking-focused textbooks, computers, the Internet, CDs and DVDs to support ELLs.
11. We provide native language support through bilingual staff who have offered to assist our ELLs.
12. Yes, required services support and resources correspond to ELLs' ages and grade levels.
13. We offer a comprehensive orientation program for ELLs (with interpretation services if needed) in the summer before the beginning of the school year.
14. The languages electives offered to ELLs are the same as those offered to their non-ELL counterparts: Spanish, French, Italian and Japanese.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. In the beginning of the semester, the ELL teacher looks at every ELL's transcript and identifies every teacher of an ELL. He has individual conferences with each teacher in order to provide support to these content teachers and give strategies for teaching ELL's. He also regularly discusses ELL's progress in their classes by "checking in" with these teachers.
2. Our ELL's are given the maximum support from the teacher, who acts not only as a teacher but also as a quasi-counselor, taking new students under his wing and having students come to him with anything that they need to talk about. He is also their greatest advocate and goes to their content teachers to discuss any problems that may arise. At the simplest level, the ELL teacher teaches the freshmen about the layout of the building and the rules of this high school.
3. Every year, the entire staff at LaGuardia High School receives 7.5 hours of ELL training. It comes in the form of full faculty conferences and visits to individual departments from the ELL Coordinator. In the past, topics of professional development have ranged from differentiating instruction to scaffolding for ELL's.

E. Parental Involvement

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

1. Parents of ELL's are highly involved in their students' learning. Thanks to our small number of ELL's we maintain close contact with all parents.
2. Our parent coordinator, Pat Delio, makes parents aware of all workshops and services that are available to parents of ELL's, as does the ELL teacher and coordinator, Anthony Della Penna.

3. We discuss all parent needs with the parents themselves at Parent Teacher conferences, over the phone, via email and through meetings when requested. Thanks to our very small ELL population, we are able to maintain very close contact with the parents.
4. Our parental involvement activities are based on discussions with parents and thus directly reflect the needs of the parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math	1		1	
Biology				
Chemistry				
Earth Science				
Living Environment	1		1	
Physics				
Global History and Geography				
US History and Government				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English and compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.
 1. This year our students have entered LaGuardia High School with a very high level of literacy. They are both advanced and are continually assessed by their ELL teacher as well as their ELA teacher. Emphasis has been placed on the development of reading and writing skills since the NYSESLAT and LABR tests revealed these areas as students' greatest weaknesses.
 2. The NYSESLAT and LAB-R test revealed weaknesses in Reading and Writing.
 3. Emphasis is placed on reading and writing activities in the classroom due to the lower scores in these modalities.
 4. A) Students take tests in English only. B) School leadership and teachers use the results of periodic assessments to drive instruction in their own classrooms and emphasize literacy skills through reading and writing. C) Students are making great improvements in all academic subjects and their native language is not being used.
 5. N/A

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/26/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		