



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : FIORELLO H. LAGUARDIA HIGH SCHOOL OF MUSIC & ART AND PERFORMING ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M485

PRINCIPAL: KIM M. BRUNO **EMAIL:** KBRUNO@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Bruno, Kim	*Principal or Designee	
Washington, Paula	*UFT Chapter Leader or Designee	
Marino, Marcus	*PA/PTA President or Designated Co-President	
Arno, Ben	Student Representative	
Pollard, Barbara	CBO Representative, if applicable	
Feist, Sophia	Member/Student	
Helfgott, Miriam	Member/Staff	
Stricklin, Mark	Member/ Staff	
Johnson, Philip	Member/ Staff	
Santiago, Lucinda	Member/ Staff	
Smith, Joey	Member/ Staff	
Brandman, Larry	Member/Parent	
Carr, Jan	Member/Parent	
Egan, Susan	Member/Parent	
Fishelson, Dave	Member/Parent	
Simmons, Susan	Member/Parent	
Maeda, Judy	*PA/PTA President or Designated Co-President	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, 100% of our English and Math faculty will engage in a process of examining and refining curricula to be aligned with CCS based on an analysis of student work.

Comprehensive needs assessment

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

Goal #1 was created after an analysis of the 2010-2011 DOE Progress Report, scholarship report data, and Regents Exam statistics. Student mastery and college readiness were identified as areas for improvement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Each teacher will engage students in at least one literacy and/or one math task embedded in a rigorous curriculum unit aligned to the CCS
- In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response
- In math, students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution
- Tasks will be embedded in CCS-aligned curricula and include multiple entry and exit points for all learners, including students with disabilities and ELL students
- November and June Staff Development Days will be used to develop and share school-wide CCS math and literacy tasks
- Faculty meetings will include teacher-facilitated discussions and assessment of student work
- English and Math Departments will redesign assessment rubrics aligned with CCS to support an increase in mastery
- CCS teacher-leaders will use their C6 assignment to meet with staff, individually and in small groups, to further develop literacy and math units/projects
- Teacher-leaders will meet monthly after-school with the Principal to analyze student work, plan each month's CCS department meetings and to share-out best practices

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents and guardians are apprised of the school's annual goals and expectations through the *LaGuardia Arts Weekly Bulletin* and monthly Parents Association General/Studio Meetings, as well as through presentations to the Parents Association Academic Forum.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The mission and vision of LaGuardia Arts attracts HQT, and, currently, 95% of our staff is designated as HQT. Over 85% of our teachers have 5 or more years teaching experience; 93% of teachers have Masters degrees. The Principal's office continually monitors teacher progress towards achieving HQT designation through the Employee Profile page on the Principals Portal, and teachers are kept abreast of their status and given guidance on how to achieve HQT status.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Teachers and administrators receive professional development from DOE Network 405 staff and the CSA Leadership Institute. The Network meets monthly with our CCS teacher-leaders team to support CCS implementation.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

To help strengthen the quality of student work, the school plans to spend approximately \$5,000 in tax levy money towards the purchase of CCS resources such as posters, books, and online materials for use by student, teachers and department supervisors.

The Principal and other members of the supervisory staff meet monthly after school with Common Core teacher-leaders to plan monthly CCS department meetings. In order for these individuals to meet after school, we have allocated approximately 200 per session hours that are being paid from tax levy as well as ARRA RTTT Citywide Instructional Expectation funding. These hours are in addition to the time these same teacher leaders already spend during the regular school day meeting with staff as part of their C6 assignment dedicated to helping further develop a shared understanding of CCS standards.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, 100% of the staff will participate in activities leading to a shared understanding of CCS values and principals as evidenced by the creation of instructional units aligned with CCS.

Comprehensive needs assessment

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

Goal #2 was created after a review of the school's curricula and classroom pedagogy. Data from 2010-2011 classroom observation rubrics and course curricula/syllabi identified the need to implement NYS Common Core Standards and expectations in order to prepare students for the 21st century work force.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teacher teams will analyze existing curricula
- Teacher teams will progressively modify curriculum and instruction to help all students move toward the higher expectations of the CCS
- Teachers will develop tasks and instructional units aligned with CCS standards
- Teacher teams will examine current student work to understand the steps needed to reach the level of performance that the CCS demands
- Faculty meetings will include CCS team updates
- 50% of 2011-2012 faculty meetings will be reassigned to teacher-leaders to facilitate CCS department meetings
- November and June Staff Development Days will focus on school-wide CCS implementation
- CCS teacher-leaders will use their C6 assignment to meet w/staff individually and in small groups to further develop a shared understanding of CCS standards
- CCS teacher-leaders will meet with the Principal each month after-school to plan upcoming CCS department meetings

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents and guardians are apprised of the school's annual goals and expectations through the LaGuardia Arts Weekly Bulletin and monthly Parents Association General/Studio Meetings, as well as through presentations to the Parents Association Academic Forum.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The mission and vision of LaGuardia Arts attracts HQT, and, currently, 95% of our staff is designated as HQT. Over 85% of our teachers have 5 or more years teaching experience; 93% of teachers have Masters degrees. The Principal's office continually monitors teacher progress towards achieving HQT designation through the Employee Profile page on the Principals Portal, and teachers are kept abreast of their status and given guidance on how to achieve HQT status.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Teachers and administrators receive professional development from DOE Network 405 staff and the CSA Leadership Institute. The Network meets with our CCS teacher-leaders team to support CCS implementation.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The Principal and other members of the supervisory staff meet monthly after school with Common Core teacher-leaders to plan monthly CCS department meetings. In order for these individuals to meet after school, we have allocated approximately 200 per session hours that are being paid from tax levy as well as ARRA RTTT Citywide Instructional Expectation funding. These hours are in addition to the time these same teacher leaders already spend during the regular school day meeting with staff as part of their C6 assignment dedicated to helping further develop a shared understanding of CCS standards.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By August 2012, our school library will be upgraded and modernized to more accurately reflect the needs of post-secondary education and student entry into the 21st Century workforce. The reconfiguration of the Library will result in a 30% increase of space available for student use. Additionally, our Librarian will provide an introductory lesson on how to access the newly developed electronic collection to all Social Studies classes.

Comprehensive needs assessment

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

A review of the library's instructional and technological capacity, feedback from teachers through a school-wide survey to identify teacher needs to in implementing the CCS, and an evaluation of the physical library space, revealed:

- Inefficient use of library space
- Limited access to the internet and its associated tools
- Outdated spatial-learning configuration that does not lend itself to collaborative or inquiry-based learning
- Inadequate collection of non-fiction and technical texts
- Difficulties in implementing the technical requirements necessary for collaborating with the NY Public Library BiblioCommons

Reso A Project

The mission of the LaGuardia Arts Library is to advance student knowledge, strengthen curriculum, develop effective and ethical information users, and promote life-long learning. The Library Improvement Plan, and the application for a Reso A grant, was developed to design changes and activities necessary to meet the new CCS. As part of the Reso A Grant Project, the Scope Phase meeting identified that the school uses the Library for many purposes including: instruction, tutoring, studying, archiving, accessing technology resources, and researching the performing and visual arts. Our school community requires a state-of-the-art learning center that will adequately support our dual mission school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups
 - b) staff and other resources used to implement these strategies/activities
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
 - d) timeline for implementation

The renovation of the Library will include:

- Designing additional work space
- Creating an environment more conducive to group work
- Digital archiving of our performing and visual arts collection
- Enhancing wireless internet capabilities
- Culling and/or relocating outdated portions of the library collection
- Adding two mobile class sets of laptops and/or iPads
- Reconfiguring circulation desk
- Refurbishing flooring, painting, and lighting fixtures

We are currently in the **Scope Phase**, where we review the designers' project-related findings and recommendations. In Spring 2012, we will begin phase #2, the **Design Phase**, during which time the designers will prepare construction drawings and specifications for the **Bid/Award Phase**. The final stage is the **Construction Phase**, anticipated to commence during the Summer of 2012.

Instructional Activities and Strategies to Implement Common Core Standards

The Library Improvement Plan will address the following CCS:

- Gather relevant information from multiple authoritative print and digital sources in answering a research question
- Use of technology, including the internet, to produce, publish, and update individual or shared projects

A wireless network upgrade will prepare our school for the introduction of the library's vast virtual resources and expand cataloging capacity via our pilot project with the New York Public Library BiblioCommons catalog. Through this collaboration, we will have access to a wide variety of print, non-print, multimedia and electronic materials to better assist students to meet standards requiring: a range of text level and complexity; integration of knowledge and ideas; production and distribution of writing and research to present and build knowledge.

In addition, the CCS will be supported by the following:

- Mini-grants from the Alumni Class of 1956 will be used to fund teacher development of subject-specific instructional activities.
- The Library will become a resource for teachers as they begin to implement CCS into lesson planning.
- Teachers will have access to lesson plans, activities, and assessments aligned with subject-related CCS instructional materials. The librarian will provide PD to staff on using electronic materials in support of inquiry-based learning aligned with CCS.
- Through our Social Studies classes, all students will be introduced to pre-developed collections of eBooks, eArticles, eMovies, and digital art collections that address grade-level literacy CCS.
- On-line Tutorials on using electronic resources and inquiry-based strategies are being developed for use by students, parents, and teachers.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The Librarian maintains close relationships with the Parents Association and the Parent Academic Forum and presents at meetings throughout the year. A designated Parent Library Liaison provides monthly reports to both parent groups. The Parent Liaison and Librarian work together to identify opportunities for improvement in services and plan the necessary actions aligned with the New York State Department of Education School Library Media Program Evaluation rubric. The Parent Library Liaison and Librarian are scheduled to present at the prestigious American Library Association's Annual Conference in June 2012 to model ideal parental involvement activities. This involvement incorporates the CCS that place new demands on student learning and teacher instruction that an exemplary school library program are expected to meet.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The mission and vision of LaGuardia Arts attracts HQT, i.e., currently, our Librarian is a Nationally Board Certified specialist in Library Media – and is currently the only NYC teacher to hold this certification.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Councilmember Gail Brewer and the City Council's Office, the New York City School Construction Authority, and the Division of School Facilities are collaborating with the LaGuardia Arts staff on our library renovation.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The school applied for and has received City Council RESO A funding in the amount of \$500,000 to be used to modernize our school Library. This year we received \$15,690 in tax levy NYS library funds which will be used to purchase additional reference materials for student use.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	42**	22**	-	-	69	1	-	13
10	16	33	25	21	21	1	2	1
11	21	40	34	30	23	1	12	4
12	10	40	21	17	30	0	11	4

* AIS at LaGuardia Arts are for students who are behind in credit accumulation in a specific subject area and/or failed a Regents exam.

** Students in grade 9 who performed at Level 2 on NYS Grade 8 ELA and Mathematics assessments.

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p> <ul style="list-style-type: none"> • Additional period of English for at-risk 9th graders • Credit Recovery • Tutoring • Regents Prep 	<p>Ninth grade students who performed at Level 2 on the NYS ELA 8th grade exam are assigned to the “Reading Workshop,” a specialized ELA course that focuses on developing the fundamental skills necessary to be a strong reader. This yearlong course meets 5 days a week and is supplemental to the students’ English 1 and English 2 courses.</p> <p>Credit Recovery Courses are offered each semester, once per week, from 4:15 PM - 5:30 PM in a traditional setting. The following courses are offered: E1-E7 PPXDHS.</p> <p>Small group and one-to-one tutoring is provided daily, periods 4-8, in the Tutoring Center. Students are mandated by subject teachers to attend tutoring based on student classroom performance. The Tutoring Center is staffed with teachers from each department, fulfilling their daily C-6 assignment.</p> <p>After-school Peer Tutoring is offered Tuesday-Thursday each semester.</p> <p>Regents Prep tutoring is offered after-school every semester, one month prior to each exam session.</p>
<p>Mathematics</p> <ul style="list-style-type: none"> • Credit Recovery • Tutoring • Regents Prep 	<p>Credit Recovery Courses are offered through AVENTA Learning each semester three times per week from 4:15-5:30. The following courses are offered : ME21XDHS, ME22XDHS, MG21XDHS, MG22XDHS, MR21XDHS</p> <p>Small group and one-to-one tutoring is provided daily, periods 4-8, in the Tutoring Center. Students are mandated by subject teachers to attend tutoring based on student classroom performance. The Tutoring Center is staffed with teachers from each department, fulfilling their daily C-6 assignment.</p> <p>After-school Peer Tutoring is offered Tuesday-Thursday each semester.</p> <p>Regents Prep Tutoring is offered after-school every semester one month prior to each exam session. Regents Prep Tutoring classes are offered on 4 Saturdays prior to each Regents Exam: small group instruction and mock Regents Exams provided.</p>
<p>Science</p> <ul style="list-style-type: none"> • Credit Recovery • Tutoring 	<p>Credit Recovery Courses are offered each semester once per week from 4:15 PM - 5:30 PM in a traditional setting. The following courses are offered: SC1PXDHS, SC2PXDHS, SD1PXDHS, SD2PXDHS, SE1PXDHS, SE2PXDHS. In addition, Credit Recovery classes in Living Environment are offered through AVENTA Learning each semester three times per week from 4:15 PM - 5:30 PM.</p> <p>Small group and one-to-one tutoring is provided daily, periods 4-8, in the Tutoring Center. Students are mandated by subject teachers to attend tutoring based on student classroom performance. The Tutoring</p>

<ul style="list-style-type: none"> • Regents Prep • Lab Make-Up 	<p>Center is staffed with teachers from each department, fulfilling their daily C-6 assignment.</p> <p>After-school Peer Tutoring is offered Tuesday-Thursday each semester.</p> <p>Regents Prep tutoring is offered after-school every semester one month prior to each exam session.</p> <p>Lab make-up sessions are offered during all lunch periods weekly for all sciences.</p>
<p>Social Studies</p> <ul style="list-style-type: none"> • Credit Recovery • Tutoring • Regents Prep 	<p>Credit Recovery Courses are offered through AVENTA Learning each semester three times per week from 4:15-5:30. The following courses are offered : H1PPXDHS, H2PPXDHS, H3PPXDHS, H4PPXDHS, H5PPXDHS, H6PPXDHS, H7PPXDH</p> <p>Small group and one-to-one tutoring is provided daily, periods 4-8, in the Tutoring Center. Students are mandated by subject teachers to attend tutoring based on student classroom performance. The Tutoring Center is staffed with teachers from each department, fulfilling their daily C-6 assignment.</p> <p>After-school Peer Tutoring is offered Tuesday-Thursday each semester.</p> <p>Regents Prep tutoring is offered after-school every semester one month prior to each exam session.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>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.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>The School Psychologist provides assessment to at-risk students to determine eligibility for special education services.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>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.</p>
<p>At-risk Health-related Services</p>	<p>At-risk health-related services are provided to students when necessary as outlined in the Guidance Action Plan for at-risk students.</p>

INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

NOT APPLICABLE

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN206	District 03	Borough Manhattan	School Number 485
School Name LaGuardia HighSchool			

B. Language Allocation Policy Team Composition [?](#)

Principal Kim Bruno	Assistant Principal John Sommers
Coach	Coach
ESL Teacher Chiaki Rochkind	Guidance Counselor Michael Bonventre
Teacher/Subject Area Anthony Della Penna/ESL/French	Parent William Jung
Teacher/Subject Area Valerie Mitchell/French/ESL	Parent Coordinator Pat Delio
Related Service Provider	Other
Network Leader William Bonner	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	4	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	2643	Total Number of ELLs	4	ELLs as share of total student population (%)	0.15%
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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

- 1a. 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.
- 1b. The HLS is sent home by our admissions coordinator, Ms. Anastasia Panagoulis and the oral interview and LAB-R test is administered by Ms. Chiaki Rochkind, ESL teacher and coordinator under the supervision of Elisabeth Mansfield, Assistant Principal of World Languages and ESL.
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, the Head of Guidance and the ESL Coordinatore send home Parent Survey and Selection Forms to all students who are designated ELL's.
4. In order to place ELL students into ESL instructional programs, we abide by the parents' wishes as indicated in the entitlement letters sent home by mail and returned to the school via the students themselves. If they are not returned with the students, the Coordinator of ESL, Ms. Rochkind, calls individual parents and uses DOE translators, if necessary. Once these records are obtained, they are kept in the ESL Coordinator's Office in a "placement letter" file.
5. The trend over the past few years has been 100% for the ESL intructional 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
--	--------------------------------------	-------------------------------------	-------------------------------

Dual language program	Yes <input checked="" type="radio"/> No <input type="radio"/>	If yes, indicate language(s):
-----------------------	---	-------------------------------

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4									4
Total	4	0	0	0	0	0	0	0	0	4

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				0
Russian										0				0
Bengali														0
Urdu														0

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
Arabic														0
Haitian														0
French														0
Korean										0				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	
	EL L	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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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														0
Chinese										2				2
Russian										1				1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean										1				1
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	4	0	0	0	4								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

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.
5. 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.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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 Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

8. 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.
9. 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.
10. No new programs/services for ELLs will be offered this year.
11. No programs/services for ELLs will be discontinued this year.
12. 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-

B. Programming and Scheduling Information--Continued

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11. No programs/services for ELLs will be discontinued this year.
12. 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.
13. We use novels, ESL grammar/writing/listening/speaking-focused textbooks, computers, the Internet, CDs and DVDs to support ELLs.
14. We provide native language support through bilingual staff who have offered to assist our ELLs.
15. Yes, required services support and resources correspond to ELLs' ages and grade levels.
16. We offer a comprehensive orientation program for ELLs (with interpretation services if needed) in the summer before the beginning of the school year.
17. 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

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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, Chiaki Rochkind.

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)										4				4
Total	0	0	0	0	0	0	0	0	0	4	0	0	0	4

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										3			
READING/ WRITING	B													
	I													
	A										3			
	P										1			

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	4		4	
Physics				
Global History and Geography				
US History and Government				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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 as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
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 all 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 tests revealed these areas as students' greatest weaknesses.

2. The NYSESLAT test revealed weaknesses in Reading and Writing.

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

School Name: LaGuardia High School

School DBN: 03M485

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kim Bruno	Principal		11/30/11
John Sommers	Assistant Principal		11/30/11
Pat Delio	Parent Coordinator		11/30/11
Chiaki Rochkind	ESL Teacher		11/30/11
William Jung	Parent		11/30/11
Anthony Della Penna	Teacher/Subject Area		11/30/11
Valerie Mitchell	Teacher/Subject Area		11/30/11
	Coach		1/1/01
	Coach		1/1/01
Mike Bonventre	Guidance Counselor		11/30/11
William Bonner	Network Leader		11/30/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03M485 **School Name:** Fiorello H. LaGuardia HS

Cluster: 4 **Network:** CFN 405

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 (RHLLA). 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.