



*Dennis M. Walcott, Chancellor*



# 2012-2013 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:** ANTHONY LODICO

06-10-2013

**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
Kim M. Bruno	*Principal or Designee	
Dr. Paula Washington	*UFT Chapter Leader	
Marcus Marino	*PA/PTA Designated Co-President	
Melinda Moore	PA/PTA Co-President	
Sophia Feist	Student Representative	
Saunghee Ko	Student Representative	
Dr. Barbara Pollard	Alumni & Friends Representative	
Larry Brandman	Member/Parent	
Lynn Hippen	Member/Parent	
Shino Tanikawa	Member/Parent	
Debbie Teitelbaum	Member/Parent	
Erica Koltunov	Member/Parent	
Dr. Philip Johnson	Member/UFT	
Lucinda Santiago	Member/UFT	
Dale Hawrylczak	Member/UFT	
Dr. Mark Stricklin	Member/ CSA	
Miriam Helfgott	Member/CSA	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **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.

To strengthen student work by examining and refining curriculum, assessment, and classroom instruction.

By June 2013, students will experience 8 Common Core-aligned units of study: two in math, two in ELA, two in Social Studies, and two in Science.

### **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 a review of the Citywide Instructional Expectations for 2012-13 which outline the need for learning communities to adjust their practice as they work together to understand the learning needs of all students, including students with disabilities and English Language Learners. This adjustment in practice will better prepare students to be college-ready for the 21<sup>st</sup> century work force. Principal in consultation with the supervisory cabinet elected to include all teachers in the development of the Common Core units in all core academic subjects. Although in Algebra, Geometry, and ELA Exams pass rates are above 96%, our Mastery rates on these exams are between 47% - 56%. Increasing the Mastery rates on these exams will ensure that our students are prepared for advanced courses and meeting the criteria for college readiness.

### **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) key personnel 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) time-line for implementation.
- Teachers will create and integrate two Common Core aligned units (fall/spring) into instructional practices in Math, ELA, Social Studies, and Science.
- In Reading, students will, for example, read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Students will also read and comprehend complex literary and informational texts independently and proficiently.
- In Writing, students will, for example, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- In Speaking and Listening, students will, for example, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- In Language, students will, for example, acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- In Science, students will, for example, follow precisely a complex multi- step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- In Mathematics, students will be able to construct arguments and critique the work of others. i.e., Students will understand and use stated assumptions,

definitions, and previously established results in constructing arguments. Students will be able to model with Mathematics. i.e., Students will identify important qualities in a practical situation and map his/her relationships using such tools as diagrams, two-way tables, graphs, flowcharts, and formulas, and analyze those relationships mathematically to draw conclusions.

- All instructional units will be embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and ELL students. Each unit will culminate in a performance task aligned to the Common Core standards.
- The first common core unit will be completed by January 15, 2013; the second unit will be completed by June 6, 2013.
- November and June Staff Development Days will include an all-staff share-out on Common Core best practices and implementation.
- Faculty meetings will include teacher facilitated discussions and assessments of student work to support Common Core development and implementation.
- **Departments will redesign assessment rubrics aligned with Common Core.**
- Common Core teacher-leaders —designated by each department-- will continue to use their Circular 6 assignment to meet with staff individually and in small groups to further develop Common Core-aligned units/projects.
- Teacher-leaders will continue to meet monthly after-school with the Principal and supervisory cabinet to analyze student work, plan each month's Common Core Department meetings and to share-out best practices.
- Common Core teacher leaders and Department Assistant Principals will continue to participate in Network sponsored professional development sessions and CCLS institutes.

#### **Strategies to increase parental involvement**

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

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I           Title IIA           Title III           Grants           Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Teachers and administrators receive professional development from DOE Network CFN405 staff and the CSA Leadership Institute. The Network meets monthly with our Common Core State Standards (CCSS) teacher-leaders team to support CCSS implementation. 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 320 per-session hours that are being paid from 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 Circular 6 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.

To improve school-wide communication

By June 2013, we will improve school-wide communication by an increase of 5% (from a score of 6.4 to a score of 6.8) based on the Learning Environment Survey in the Communication category.

#### **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 three previous Learning Environment Surveys. In 2009-2010, our Communication mark was 6.1; in 2010-2011, our Communication mark was 6.5; and our 2011-2012 Communication mark was 6.4.

#### **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) key personnel 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) time-line for implementation.
- Create an Action Plan by bringing together faculty, students, and teachers to address school-wide communication issues.
- Implement pilot program with teachers using Jupiter Grades, an on-line grading program that students and families may access through the internet. Each department will identify two teachers to participate in the pilot program. Teachers will share their experiences using Jupiter Grades during faculty and department conferences. Jupiter Grades PD to be offered to all staff on DOE PD days and during after-school workshops. School-wide implementation will begin in September 2013.
- Implement School Messenger to communicate school information to families regarding upcoming events, deadlines, student attendance, and other important school matters. Implementation will begin Spring 2013.
- Continue distribution of printed and digital Weekly Bulletin to all stakeholders. Introduce School Committees Corner to provide widespread distribution of committee minutes and updates. Committees include SLT, Safety, Attendance, Nutrition, and Common Core.
- Upgrade the schools public address system to ensure that all messages and daily announcements are heard in all classrooms.
- Revise school's website to make information more hands-on and accessible by reviewing and modifying the existing web design structure.
- Introduce the use of Naviance to support the college planning process for students, parents, and staff during the junior and senior years.

- Revise student handbook to include new DOE/NYS academic and school-wide policies.
- Implement PD opportunities for staff and parents to ensure a wider school-wide usage of our Daedalus in-house communication system.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The school will communicate using e-mail, the *LaGuardia Arts Weekly Bulletin*, and monthly Parents Association General/Studio meetings, as well as through presentations to the Parents Association Academic Forum. This year, we will implement the Jupiter Grades pilot program so that parents will have access to teacher grade books via the internet.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

Tax Levy funds are used for per-session activities to fund the Jupiter Grades pilot program team meetings. The Parents Association is providing funds for Jupiter Grades, Daedalus, and Naviance software registration fees.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The school's Assistant Principal of Organization will continue to oversee all annual budgetary allocations, including Daedalus and web site development fees. Additionally, the Assistant Principal, Data & Technology, will supervise the Jupiter Grades pilot program, School Messenger, and Daedalus programs. Common Core teams will continue to meet twice monthly. Jupiter team will continue to meet monthly.

### **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.

To increase student credit accumulation.

By June 2013, the number of students who will pass a credit recovery or full credit course in our PM School Academy will increase with 5%. (The passing rate for PM School Academy courses will increase from 65% to 70% by the end of June.)

#### **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 #3 was created after an analysis of the 2011-2012 DOE Progress Report (10+ credits for 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders) and scholarship reports. The credit accumulation was 99.4%, 98.9%, and 97.0%, respectively. The scholarship report data for June 2012 shows the passing rates for the following subjects: English, 98.8%; Social Studies, 98.4%; Math, 94.4%; and Science, 96.1%. Although we are very successful in both credit accumulation and our scholarship reports, our data shows that we are not at 100%. A clear group of students needing targeted PM School Academy was identified.

#### **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) key personnel 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.
- Building on last year's PM School Academy's success by offering a combination of traditional credit recovery classes, on-line AVENTA coursework and the addition of a Saturday Math Academy (target date: Feb. 2013). Our pass rate prior to Aventa was 55%, and our pass rate after Aventa was 79%.
- Revise pre-assessment tools to determine student strengths and weaknesses.
- Continue use of formative and summative assessments to monitor student progress.
- Expand lunchtime tutoring program provided by C6 teachers and student mentors to include World Language mentors.
- Expand after-school Peer Tutoring Program to include Physics and all Math levels.
- Increase the number of per-session hours allocated to support the after-school tutoring program by 2%.
- Continue to monitor student progress by Guidance staff, teachers and AVENTA mentors.
- Lab make-up sessions are offered after school for all sciences.
-

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents and guardians will be 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. Parents are invited to attend these meetings through the Weekly Bulletin and the Weekly Parents Association e-blast.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

C4E Contract For Excellence funds in the amount of \$68,727 is used for per-session to support our AIS program and tutoring. The Assistant Principal, Mathematics, has been designated as the PM School Academy coordinator. Assistance in the identification and registration of students into the PM School Academy will be provided by the Assistant Principal, Data & Technology, Guidance Department Coordinator.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Additional period of English for at-risk 9th graders	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.	During the school day
	Tutoring	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.	During the school day
	Make-Up Credits	Make-up credit courses are offered each semester, twice per week, from 4:15 PM - 5:30 PM in a traditional setting. The following courses are offered: English1-English 7.	After school
		After-school Peer Tutoring is offered Tuesday-Thursday each semester.	After school

	Regents Prep	Regents Prep tutoring is offered after-school every semester, one month prior to each exam session.	After school
	Summer School	Make up credit courses offered daily from July–August in a traditional setting.	Summer School
Mathematics	Tutoring	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	During the school day
	Targeted Credit Recovery	Target Credit Recovery Courses are offered through AVENTA Learning each semester three times per week from 4:15-5:30. The following courses are offered: Algebra 1&2, Geometry 1&2, Advanced Algebra & Trig.	After school
	Make-Up Credit Courses	Make-up credit courses are offered each semester, twice per week from 4:15 PM – 5:30 PM in a traditional setting.	After school
	Peer Tutoring	After-school Peer Tutoring is offered Tuesday-Thursday each semester.	After school
	Regents Prep	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.	After school

	Summer School	Make up credit courses offered daily from July – August in a traditional setting. Target Credit Recovery courses offered through AVENTA Learning July- August 2013.	Summer School
Science	Tutoring	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.	During the school day After school
	Targeted Credit Recovery	Targeted 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: Earth Science 1&2 and Chemistry 1&2. In addition, Credit Recovery classes in Living Environment 1&2 are offered through AVENTA Learning each semester three times per week from 4:15 PM - 5:30 PM.	After school
	Make-Up Credit Courses	Make-up credit courses are offered each semester, twice per week, from 4:15 PM - 5:30 PM in a traditional setting.	After School
	Peer Tutoring	After-school Peer Tutoring is offered Tuesday-Thursday each semester.	After School
	Regents Prep	Regents Prep tutoring is offered after-school every semester one month prior to each exam session.	After School
	Lab Make-Up	Lab make-up sessions are offered after school for all sciences.	After School

	Summer School	Make up credit courses offered daily from July – August in a traditional setting. Target Credit Recovery courses offered through AVENTA Learning July- August 2013.	Summer School
Social Studies	Tutoring	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.	During the school day
	Targeted Credit Recovery	Targeted Credit Recovery Courses are offered through AVENTA Learning each semester three times per week from 4:15-5:30. The following courses are offered: Global Studies 1-4, U.S. History 1&2 and Government.	After school
	Make-Up Credit Courses	Make-up credit courses are offered each semester, twice per week, from 4:15 PM - 5:30 PM in a traditional setting.	After school
	Peer Tutoring	After-school Peer Tutoring is offered Tuesday-Thursday each semester.	After school
	Regents Prep	Regents Prep tutoring is offered after-school every semester one month prior to each exam session.	After school
	Summer School	Make up credit courses offered daily from July – August in a traditional setting. Target Credit Recovery courses offered through AVENTA Learning July-August 2013.	Summer School

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Services Provided by Guidance Counselors	<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>The Guidance Coordinator monitors and provides support to STH.</p>	During the school day
	Services Provided by School Psychologist	The School Psychologist provides assessment to at-risk students to determine eligibility for special education services.	During the school day
	Services Provided by School Social Worker	<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. At-risk health-related services are provided to students when necessary as outlined in the Guidance Action Plan for at-risk students.</p>	During the school day

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

The mission and vision of LaGuardia Arts attracts HQT, and, currently, 97% of our staff is designated as HQT, as opposed to 93% for the DOE. Over 100% of our teachers have 3 or more years teaching experience; 69% of teachers have Masters degrees plus 30 or a Doctorate. 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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

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NOT APPLICABLE

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>CFN206</b>	District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>485</b>
School Name <b>LaGuardia HighSchool</b>			

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

Principal <b>Kim Bruno</b>	Assistant Principal <b>John Sommers</b>
Coach	Coach
ESL Teacher <b>Chiaki Rochkind</b>	Guidance Counselor <b>Michael Bonventre</b>
Teacher/Subject Area <b>Anthony Della Penna/ESL/French</b>	Parent <b>William Jung</b>
Teacher/Subject Area <b>Valerie Mitchell/French/ESL</b>	Parent Coordinator <b>Pat Delio</b>
Related Service Provider	Other
Network Leader <b>William Bonner</b>	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	<b>4</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>2643</b>	Total Number of ELLs	<b>4</b>	ELLs as share of total student population (%)	<b>0.15%</b>
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
-----------------------	------------------------------	--	-------------------------------

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

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

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
<b>TOTAL</b>	<b>0</b>													

**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
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>								

## 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

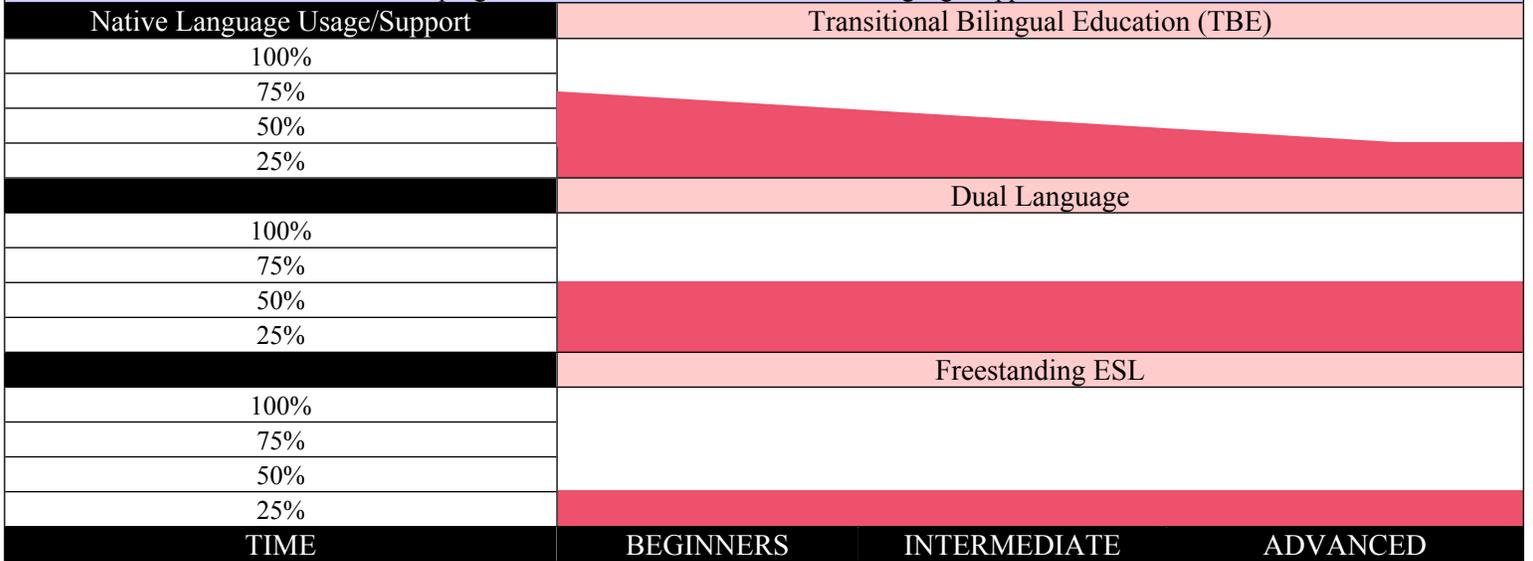
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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-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

<ol style="list-style-type: none"> <li>Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)</li> <li>What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?</li> <li>Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.</li> </ol>
<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>

<b>E. Parental Involvement</b>	
<ol style="list-style-type: none"> <li>Describe parent involvement in your school, including parents of ELLs.</li> <li>Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?</li> <li>How do you evaluate the needs of the parents?</li> <li>How do your parental involvement activities address the needs of the parents?</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Our parental involvement activities are based on discussions with parents and thus directly reflect the needs of the parents.</li> </ol>

# 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
	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	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 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 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.

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

6. The Assistant Principal of Foreign Languages monitors ELL transcripts and report cards each semester and has weekly meetings with the ELL Coordinator to address any concerns and issues he may be having. The AP examines the results from the NYSESLAT exam from one year to the next and searches for trends that will help to drive instruction. Due to our high passing rate on this exam, the Assistant Principal has reached the conclusion that the program is highly successful.

### 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

<b>School Name:</b> <u>LaGuardia High School</u>		<b>School DBN:</b> <u>03M485</u>	
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

**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)
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**

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

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

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

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.