



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

DBN (i.e. 01M001): 03M485

Principal: DR. LISA MARS, I.A.

Principal Email: lmars@schools.nyc.gov

Superintendent: MR. ANTHONY LODICO

Network Leader: MR. MICHAEL MEHMET, JR.

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Dr. Lisa Mars	*Principal or Designee	
Dr. Paula Washington	*UFT Chapter Leader or Designee	
Melinda Moore	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Sophia Feist	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Barbara Engel	CBO Representative, if applicable	
Laura van Keulen	Member/ AP Administration	
Dr. Nina Lasky	Member/ Assistant Principal	
Dale Hawrylczak	Member/ Teacher	
Michelle Kingham	Member/ Teacher	
Neal Singh	Member/ Teacher	
Stephanie Fields	Member/ PA Co-President	
Billie Cohen	Member/ Parent	
Elena Cunningham	Member/ Parent	
Sharyn Hahn	Member/ Parent	
Adriane Haye	Member/ Parent	
Catherine Teegarden	Member/ Parent	
Daniel Burke	Member/ Student Representative	
	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 support school-wide implementation of the CCLS for all stakeholders by increasing the number of staff PD sessions and support the alignment of lesson plans to CCLS.

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.
 Mandated by NYSED and NYCDOE

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
 1. Tutoring for lowest performing third students

B. Key personnel and other resources used to implement each strategy/activity
 1. All teachers and Assistant Principals of Supervision

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
 1. Evidence of alignment in lesson plans and assessments. Student performance on formative and summative assessments, item analysis of test items

D. Timeline for implementation and completion including start and end dates
 1. September 3, 2013 through June 26, 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1. Common Core Learning Standards, New York City and State Learning Standards' resources.

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).
 Academic Forum Parent Committee will discuss all goals Progress will be monitored monthly in SLT meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Pay staff per session to stay after school to offer workshops to parents and other parent events as well as tutor students in adapting to the CCLS and assessments. The formation of a Curriculum and Assessment Committee, a sub-committee of the SLT that will review course offerings, assess the rigor of courses, and plan sample CCLS assignments for student enrichment.							

Goal and Action Plan #2

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 continue to increase communication through school-wide implementation of the Online Grading System and enable teachers to analyze data in real time.

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.
 To increase communication about student progress based on feedback from the Learning Environment Survey.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1. Teachers, Assistant Principals, and Guidance Counselors.
B. Key personnel and other resources used to implement each strategy/activity
1. Professional development workshops conducted by Datacation.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. We will analyze the number of teachers using the software each marking period and provide support to teachers who are struggling with the use of technology. The goal is to have 70 %of the staff using an online grading software by June 2014
D. Timeline for implementation and completion including start and end dates
1. September 3, 2013 through June 26, 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teacher will also be allocated time to assist each other in developing proficiency in the use of the software. Our computer tech personnel will spend one day per month working with teachers. Datacation personnel will also conduct training one day per month

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Purchase teacher licenses for Online Grading system software and hold after school meetings with existing users on how to best implement the software school-wide. Host parent meetings to inform parents of their child's learning progress. The rationale is to support student success and the implementation of MOSL.

Goal and Action Plan #3

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 implement Advance-Danielson and MOSL.

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.

Mandated by NYSED and NYC DOE.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1. Workshops and professional development led by the Cluster and the Network.
B. Key personnel and other resources used to implement each strategy/activity
1. Assistant Principals and teachers.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Based on post observation feedback analysis, we will determine the need for further professional development.
D. Timeline for implementation and completion including start and end dates
1. September 3, 2013 through June 26, 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Observations and workshops.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Pay for class coverages for teachers attending professional development workshops related to Advance. Per session for teachers to study data and MOSL.

Goal and Action Plan #4

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 #4

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA			
Mathematics			
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 03	Borough Manhattan	School Number 485
School Name Fiorello H. LaGuardia High School		

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

Principal Dr. Lisa Mars (I.A.)	Assistant Principal John Sommers
Coach	Coach
ESL Teacher Chiaki Rochkind	Guidance Counselor Mike Bonventre
Teacher/Subject Area Anthony Della Penna/LOTE	Parent Melinda Moore
Teacher/Subject Area Valerie Mitchell/LOTE	Parent Coordinator Vacant as of 1/1/2014
Related Service Provider Joanne Arezzi	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	11	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	4	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	2738	Total number of ELLs	5	ELLs as share of total student population (%)	0.18%
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Part II: 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):
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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	0			
Dual Language (50%:50%)										0	0			
Freestanding ESL														
Discrete ESL class										1	0	1		
SELECT ONE														
Total														0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	2	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										
Dual Language										
ESL	2			2						
Total	0	0	0	0	0		0	0		

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese										1		1		
Polish										1				
Spanish										1				
TOTAL		0								3				

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																				
SELECT ONE																				
SELECT ONE																				
TOTAL																				

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE										
SELECT ONE										
SELECT ONE										

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL										

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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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														
Chinese										1		1		
Russian														
Bengali														
Urdu														
Arabic														
Haitian														
French														
Korean														
Punjabi														
Polish										1				
Albanian														
Other										1				
TOTAL														

Part III: Assessment Analysis

Assessment Breakdown

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

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)														

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

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													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					
4					
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6									
7									
8									
NYSAA Bilingual (SWD)									

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

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	4		4	
Geometry	1		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	1		1	
Earth Science				
Living Environment	2		2	
Physics				
Global History and Geography	1		1	
US History and Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Not applicable for high school
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As of the writing of this document the modality scores of the NYSESLAT were not made available by the NYSED.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
As of the writing of this document the modality scores of the NYSESLAT were not made available by the NYSED.
4. For each program, answer the following:
 - a. 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?ELL students are faring better on their ELL tests than on their ELA tests. School leadership and teachers use the results of periodic assessments to drive instruction in their classrooms. They emphasize literacy skills through reading and writing.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ELL teacher continually assesses the students' various language learning modalities i.e. listening, speaking, reading, writing, and gears lessons accordingly using differentiated instructional strategies. All content teachers teach in such a way that they are building the students' English language skills. All teachers who teach ELLs are aware of the students' status as ELL and what the students' native languages are.
7. 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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The ELL Coordinator monitors ELL student transcripts and report cards each marking period and has weekly meetings with the ELL teacher to discuss the students' progress. The Coordinator examines the results of the ELL periodic assessments every year and looks for trends that will help guide instruction. Due to the high passing rate on the NYSESLAT we have reached the conclusion that the program is successful. We had a 75% testing out of ESL rate in 2013.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
In order to identify our ELL students we administer the Home Language Identification Survey (HLIS) upon registration. The

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 a New York City Department of Education school. Based on the results of these exams we have ascertained that all five of our ELLs are advanced and receive 225 minutes of instruction per week (25 minutes in excess of the 180 minutes required). These steps and procedures are coordinated by Anthony Della Penna, a certified ESL teacher as well as the ELL Coordinator at LaGuardia.

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.
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 the parents' native languages) outlining the program choices available to them and their children. Parents are also shown the DOE video to help them understand their choices.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The ATS reports are used to determine NYSESLAT eligibility. The ELL Coordinator distributes the entitlement letters, Parent Survey and Program selection forms and ensures that they are returned. Copies of the entitlement letters are kept in a binder in the ELL office and the Parent Survey and Program selection forms are kept in student cums.
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.
ATS reports are used to determine eligibility. In order to place ELL students into ESL instructional programs, we abide by the parents' wishes as indicated on 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 ELL Coordinator calls the parents and uses DOE translators if necessary to see that they are returned in a timely fashion.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
We administer the NYSESLAT according to the instructions provided by the testing company using ATS reports to determine eligibility. We ensure that every ELL student is adequately prepared for the exam and knows what to expect on the test days. We produce a testing schedule and provide the students and teachers with copies. There are also various make-up testing days provided in the event a student is absent on the initial test day.
6. 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.) 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. 
The trend of the past few years has been 100% (all 4 ELL students) for the ESL discrete classes we offer. The program model offered at our school is thus aligned with parent requests. The ELL Coordinator ensures that the parents understand the choices available to them and uses an interpreter if needed.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

Instruction is delivered in a self-contained class with a certified ESL teacher. The program model is ungraded and heterogeneous, that is to say, all four of our ELLs (3 freshmen, 1 junior) are all in the same class. They are all advanced.

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)?

We ensure that the mandated number of minutes are delivered to our students by providing a daily 45-minute ESL class to all entitled students. We therefore exceed the required 180 minutes by 45 minutes per five-day week. ELLs take every other city and state-mandated course except LOTE, which they take upon testing out of ESL or, alternatively, they receive credit based on time spent abroad, including education in another language.

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 foster language development and meet the demands of the Common Core Learning Standards.

The content areas are delivered in English in our program model through the teaching of comprehensive units in science, math, social studies and English. The ELL teacher uses the ELA Common Core standards to drive her instruction when teaching ELA units. She also is keenly aware of the Common Core standards in the other subject areas as well.

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

The school offers translated Regents examinations in all content area subject except for ELA. Students are permitted to use native language/English dictionaries, as per New York State regulations.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ELL instructor continually assesses her students' growth in listening, speaking, reading, and writing. She then uses those assessments to drive instruction, for example, if the data show that students need additional help with speaking the teacher will create an appropriate unit to address that need; the same is true for the other modalities as well.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We currently do not have any SIFE students at our school but if we did we would see to it that those students received intensive Academic Intervention Services as well as support from guidance and the Parent Coordinator.

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 LOTE who oversees the ELL program.

c. To address the needs of our ELLs receiving 4-6 years of service, we monitor their report cards in all subjects, encourage them to attend after school tutoring and ensure they are receiving support from the Parent Coordinator as well as guidance

d. We do not currently have any ELLs receiving over six years of services but if we did, we would ensure that they receive the

mandated minutes of instruction, the testing accommodations as well as support from Guidance and the Parent Coordinator.

7. 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?

There are currently no ELL-SWDs in our school, however, if there were, we would ensure that their IEPs and 504 plans were followed to the letter, ensuring that all ELL-SWDs receive the mandated minutes of ELL instruction as well as all of the accommodations called for in their IEPs.

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

There are currently no ELL-SWDs in our school, however, if there were, we would ensure that the schedule would allow all ELL-SWDs to receive the mandated minutes of ELL instruction as well whatever is called for in their IEPs. The schedule at LaGuardia is flexible enough that such students would still be allowed to take all of the other state and city-mandated classes necessary for graduation.

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:	0	0	
Social Studies:	0	0	
Math:	0	0	
Science:	0	0	

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	45 minutes per day	45 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
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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

9. 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.
- Our targeted interventions for ELLs in ELA, math, social studies, and science includes 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. The services are geared to the individual needs of the students and occur in English unless the student or his/her parent requests otherwise.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is highly effective. We have arrived at this determination based on the fact that from 2012-2013 we had 75% of our ELLs testing out of ESL services on the NYSESLAT. The one remaining student who didn't test out is highly advanced with an overall average of 91.6. The ELL teacher has identified which content areas her students need help in and has adjusted her instruction accordingly. All teachers are aware they are teaching ELLs. Teachers are notified in September that they are teaching ELLs and should contact the ELL teacher and the ELL Coordinator with feedback about the students' progress.
11. What new programs or improvements will be considered for the upcoming school year?
- There will be no new programs or improvements for the upcoming school year as of this writing. Should our population change, we would adapt the program to our needs.
12. What programs/services for ELLs will be discontinued and why?
- No programs / services for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Ells are afforded equal access to all school programs by being offered the same course options as well as extra-curricular activities (see attached "School Guide") as their non-ELL counterparts. They take all academic and arts classes with non-ELL students as well as other ELLs. They are encouraged to join clubs, sports teams, and after-school tutoring. The ELL teacher carefully explains the options available to them in individual conferences, which is possible with such a small ELL population. The head of guidance as well as the Parent Coordinator have made presentation in the ELL class as well. 3 out of 4 of our current (2012-2013) ELLs participate in extra-curricular activities; two are on the Math Team; another is in the Japanese Heritage Club.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We use novels, native language-English dictionaries/ ESL grammar/writing/listening/speaking-focused textbooks, computers, the Internet, CDs, DVDs, and a SmartBoard to deliver instruction. The ESL teacher currently uses "Focus on Grammar" in the classroom.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered through offering students native-language materials including dictionaries. Regents (except ELA) are offered in the students native languages (if available).
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The ELL teacher carefully selects age and subject-appropriate subject matter in each of the various modalities for her 4 ELL students. Given the small population, the teacher can gear her instruction and materials to each student and modify that very often. The service support (including Guidance and Parent Coordinator), is made available to each student. The teacher conducts frequent assessments of the students' interests and gears instruction accordingly. Students are encouraged to do independent reading in areas of interest. They conference with their teacher individually weekly. During these conferences the teacher provides additional materials/resources to aid the students' self-guided exploration of age and grade appropriate-subject matter.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Activities in the school that assist newly enrolled ELL students before the beginning of the school year, include a personal guided tour of the building by the ELL Coordinator before school begins, if the student is available and wants such a tour. The ELL Coordinator is also available to discuss and explain basic school policies and procedures should the students be available and want to avail themselves of that opportunity. ELLs are invited to Open House and Freshman Orientation, Freshmen Assemblies, and Individual Freshmen Guidance Conferences.
18. What language electives are offered to ELLs?
- The language electives offered to ELLs are the same as those offered to their non-ELL counterparts: Spanish, French, Italian, and Japanese.

19. For schools with dual language programs:

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

We do not have a dual language program at our school.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The ELL teacher will look at every ELL's transcript and identify the teachers of ELLs and then have a conference with these teachers to offer ideas on how to better assist the students. The teachers will also be reminded of the testing accommodations and other rights entitled to ELL students. Additionally, PD will be offered to each department on a rotating basis. As of the writing of this document, a workshop "Nuts and bolts of ELL identification and accommodations" is planned for the LOTE and Social Studies departments for March 17th. The same workshop will be offered to other departments by the 5 certified ESL teachers. It will also be offered to guidance counselors, the school psychologist, secretaries. There is currently no Parent Coordinator at LaGuardia.

2. Teachers are continually being offered staff development on the implementation of the Common Core standards. Teachers of ELLs are regularly in touch with ELL certified staff to assist them with the individual needs of their ELLs. The "Nuts and bolts.." PD will outline Common Core standards and strategies to assist teachers of ELLs in their implementation.

3. Our ELLs are given maximum support from the teacher who as a quasi-counselor, taking new students under her wing and having students come to her with anything they need to talk about. The Guidance Department and the Parent Coordinator are also very involved in the lives of ELLs.

4. 1. A workshop "Nuts and bolts of ELL identification and accommodations" is planned for the LOTE and Social Studies departments for March 17th. The same workshop will be offered to other departments by the 5 certified ESL teachers. It will also be offered to guidance counselors, the school psychologist, secretaries. There is currently no Parent Coordinator at LaGuardia

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 ELLs are invited to the various events conducted by the ELL Department such as the International Food Fair. Parents are encouraged to conference with the ELL teacher as often as they wish and interpreters are provided to assist parents if they require it. A workshop for ELL parents is planned for March 27 entitled "Understanding ELL accommodations and Preparation for the NYSESLAT. Parents are informed that the DOE will provide translations services (oral and written) for them for the amount of time their children are in LaGuardia.
 2. As of the writing of this document, the school does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.
 3. We discuss the parents' needs with the parents at Parent/Teacher conferences, over the phone, via email and through meetings. The ELL is currently developing a Survey Monkey survey of ELL parent needs. It will be administered in February 2014, at the beginning of the second semester. The results of said survey will help the ELL teacher and ELL Coordinator cater to parents' needs.
 4. Our parental involvement activities are based on discussions with parents and thus directly reflect their needs. For example, based on conferences with ELL parents, the ELL Coordinator will conduct a Parent Workshop on March 27. Parents have said they do not understand ELL accommodations and the new Common Core based NYSESLAT, thus the March 27 workshop has been planned.

E. 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.

There is no additional information at this time. This document will be amended should any such information arise.

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)
Dr. Lisa Mars (I.A.)	Principal		1/14/14
John Sommers	Assistant Principal		1/14/14
Vacant as of 1/1/2014	Parent Coordinator		1/4/14
Chiaki Rochkind	ESL Teacher		1/14/14
Melinda Moore	Parent		1/14/14
Valerie Mitchell	Teacher/Subject Area		1/14/14
Antonette Laricchia	Teacher/Subject Area		1/14/14
	Coach		1/1/01
	Coach		1/1/01
Mike Bonventre	Guidance Counselor		1/1/14
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **03M485** School Name: **LaGuardia High School**

Cluster: **4** Network: **CFN405**

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:

- Sixty different languages are spoken in our students' homes. After English (73%), Spanish is spoken most frequently (6.7%) followed by Russian (3.7%) and Cantonese (3.2%).
- 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 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 when necessary. 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 are disseminated to 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