



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001):

03M485

School Name:

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

Principal:

DR. MARS

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 03M485
School Type: Performing Arts Grades Served: 9 - 12
School Address: 100 Amsterdam Avenue, New York, New York 10023
Phone Number: 212-496-0700 ext. 2209 Fax: 212-595-8791
School Contact Person: _____ Email Address: _____
Principal: Dr. Mars
UFT Chapter Leader: Dr. Paula Washington
Parents' Association President: Chris Denham
SLT Chairperson: Dr. Mars
Student Representative(s): Joshua Nodiff & Olivia Fields

District Information

District: 03 Superintendent: Fred Walsh
Superintendent's Office Address: 333 Seventh Avenue
Superintendent's Email Address: fwalsh@schools.nyc.gov
Phone Number: 212-356-3739 Fax: 212-356-7514

Cluster and Network Information

Cluster Number: 04 Cluster Leader: Chris Groll
Network Number: 411 Network Leader: Elyse Doti

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.

SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**

The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Mars	*Principal or Designee	
Dr. Washington	*UFT Chapter Leader or Designee	
Christine Denham	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Joshua Nodiff & Olivia Fields	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Barbara Engel	CBO Representative, (non voting member)	
Julissa Marrero	Member/ Assistant Principal	
Dr. Nina Lasky	Member/Assistant Principal	
Mr. Smith	Member/Teacher	
Ms. Santiago	Member/ Teacher	
Ms. Kingham-Cronin	Member/ Teacher	
Mr. Singh	Member/COSA (Non voting member)	
Kelly Edelman	Member/ PA Co-President	
Linda Colarusso	Member/ Parent	
Diane Crawford	Member/ Parent	

Margo Drucker	Member/Parent	
Kat Ramirez Valerie Keingstein	Member/Parent Member/Parent	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

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

each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)

School Culture: Positive Learning Environment (1.4), High expectations (3.4)

Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

Step 1: Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

Step 2: Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Step 3: Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

Step 4: Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).

Step 5: Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

LaGuardia High School of Music & Art and Performing Arts (LaGuardia) has one of the most diverse student populations in New York City. Students travel to LaGuardia from all five boroughs. The demographic breakdown is as follows: 46% White, 19% Hispanic, 19% Asian, 12% Black, 4% Other. In 2013-2014 LaGuardia was recognized by the US Department of Education as a "Reward School" celebrating our success in meeting the needs of all learners and having no gaps in achievement by race or socioeconomic status.

Students are admitted on the basis of potential and achievement, as demonstrated in a demanding and competitive audition, and a review of their academic records. Currently there are nine specialized high schools in New York City, and LaGuardia remains the sole specialized school of the arts. It is important to note that LaGuardia was the first school in the nation to provide a free, publicly funded program for students with unique talents in the arts. This model has been replicated in most major cities throughout the country.

LaGuardia High School of Music & Art and Performing Arts provides each student with professional preparation in conservatory arts education and in college preparatory academic education. Each child in the school has a team of adults who genuinely cares for him/her. Students and families are reflective and articulate the different types of life experiences LaGuardia has offered. LaGuardia has a strong framework that engenders success in academics and the arts. All students are matched with consistent high expectations in each classroom for how students learn best and how their learning time should be spent actively and reflectively each instructional day.

The Art Department provides a rigorous conservatory experience in art education. During the first two years, traditional skills and disciplines are stressed. This program is based in fine art and prepares students for post-secondary education and twenty-first century careers in the arts-related industries.

Students are grouped heterogeneously. Within each class, the range of abilities, both academic and artistic, is accommodated through individual and small group instruction.

The Dance Department utilizes a rigorous conservatory approach. In keeping with this approach, professional musicians accompany all classes.

All full-time instructors have danced professionally with major companies including: American Ballet Theater, Joffrey Ballet, New York City Ballet, New York City Opera, Royal Ballet, Dance Theater of Harlem, Boston Ballet, Alvin Ailey American Ballet Theater, Martha Graham Dance Company, Erick Hawkins, Merce Cunningham, Lar Lubovitch, and Twyla Tharp.

The Drama Studio is a professional training program that provides students with the skills and techniques necessary to pursue a career in acting. This training prepares students to enter directly into professional careers in stage, film, and television or as students into Theater, Speech and Communications Departments of colleges, universities and conservatories. The focus is on career preparation through courses in Theater History and Criticism, Acting, Voice and Diction, Physical Techniques and Dance, and Career and Financial Management. Guest teaching artists have included: Al Pacino, Alan Rickman, Ben Stiller, Jake Gyllenhaal, Adrien Brody, Adrian Grenier, Alec Baldwin, Edie Falco, Ruben Santiago Hudson, Michael J. Fox, Alan Cumming, Delroy Lindo, Peter Facinelli, and Don King (SNL).

The Music Department prepares students to continue their studies in music conservatories, to major in music at a university, or to perform professionally. All music majors receive preparation in sight singing, music theory, and music history. Master classes feature guest artists such as members of the New York Philharmonic, the Metropolitan Opera and The Juilliard School.

Any student who has had previous training in sight-singing, ear-training and/or theory is advised to take a diagnostic exam in order to be placed into an appropriate level.

The Technical Theater Studio is a professional training program that provides students with the skills and techniques necessary to pursue a career in Technical Theater. Concepts and aesthetics are taught using contemporary teaching methods that utilize state-of-the-art equipment. Professionally-produced events in our Concert Hall, thrust-stage theater, and black-box theater provide our students with practical hands-on work experiences.

There are 33 annual student performances beginning in November through the entirety of the school year. Our performances include art exhibits, opera, dance cabarets, and musicals.

The Parent Association is an integral part of the school community. Parents serve in various capacities through the following subcommittees; Community Involvement, Academic Forum, Grade Level Parent Representatives, Studio Parent Representatives, Ad Hoc Committees of the LaGuardia PA EB, Hospitality, Fundraising Committee, Sports Committee, College Office Liaison, and Volunteer Coordinator.

LaGuardia administrators are committed to teacher development and supervision through frequent classroom visitations complete with targeted feedback which teachers have noted assist them in their professional development. Instructional leaders conduct trend analysis of their findings, which leads to professional development cycles that match teachers' need.

The articulated belief system of the school includes: arts integrated across disciplines, high levels of student participation, creativity, variety of teaching styles, and each lesson rendering a work product. Curriculum stresses applied learning as evidenced in lesson planning that requires students to learn discipline-specific vocabulary, witness peer modeling of exemplars, and implement and use learned concepts to inform self-assessment of their own work products.

LaGuardia's ongoing communication through multiple media to all community and school stakeholders has strengthened its transparency and further involved families in the school. For example, implementing a grading system through an online gradebook is a primary vehicle for communicating

student learning goals to parents and making students more aware of next steps toward mastery.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).

Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- According to 2013-2014 CEP goals, the number of staff professional development (PD) sessions offered increased to support Common Core Learning Standards (CCLS) alignment.
- As per the School Quality Guide, compared to our peer schools, 85 % of our students have met the 4-year College Readiness standard in Math and English.
- According to the most recent Program for International Student Assessment (PISA) scores LaGuardia scores in the top 10% of schools in the United States in Math and Reading.
- Teacher observations will state evidence of CCLS and alignment in lessons
- 2014 June Regents pass rates in English and Math
- We offer 19 AP classes. Due to the rigorous nature of our dual mission school, AP classes that could be taught over a semester, are offered for a year. This allows students to balance arts and academic at high levels of rigor.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

As a result of Common Core Learning Standards implementation, students meeting the College Readiness standard in English and Math will increase by 1% as evidenced by June 2015 Regents exam data.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teacher teams will engage in protocols designed to examine levels of rigor and critical thinking skills demonstrated in student work products in order to drive instructional decisions.	School-wide lowest 3 rd	Quarterly, September through June 2015	AP Supervision, Teacher Team leaders
All curriculum units will be aligned to the Common Core Learning Standards as evidenced by teacher lesson plans, unit plans and common assessments.	All students	September through June 2015	AP Supervision, Teacher Team leaders, Teachers

Embed the Common Core "Shifts" in ELA and content area instruction to increase the level of text complexity and the use of non-fiction text in support of literacy content.	All students	September through June 2015	AP Supervision: English, Science, Social Studies
Information will be provided to parents and constituents about curriculum and common core shifts.	Parents	September through June 2015	AP PPS, Assistant Program Chair, AP Security

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
SBO- conference Mondays SBO calendar change for half day in March 2015 to facilitate PD Teacher Leadership Program (TLP)

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.				
First semester common assessment grades (English and Math) - Jan 2015 First semester scholarship report (English and Math) - Jan 2015 First semester credit accumulation				
Part 6b. Complete in February 2015.				
Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Building upon 2013-2014’s full implementation of ADVANCE and the adoption of a common language around high-quality instruction, teacher observations reflect a need for increasingly specific, targeted feedback.
- School Survey indicates that compared to our peer schools, 85% of our students are satisfied with the school’s culture and 74% are satisfied with systems for improvement.
- The School Learning Environment Survey states 82% of our students feel we offer a sufficient variety of programs, classes and activities.
- According to our School Quality Snapshot, our lowest performing third outperformed both city and peer schools at the rate of 92% and 97% respectively.
- Improved graduation rate to 99.3%
- Higher credit accumulation on 10+ credit matrix for 2013 freshmen cohort compared to the previous year.
- The four year college readiness index has improved when compared to our peer schools from 83% in 2013 to 85% in 2014. For the past three years the 4-year college readiness index is at 100% when compared to the city.
- Since 2010-2011, suspensions have declined by 75%. We will continue to provide more counseling support for students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

On the Measures of Teacher Practice, feedback will be targeted, specific, actionable and time-bound. By June 2015, cycle 4 of the observation process, 65% of teacher observations will include actionable feedback with resources designed to improve teacher practice.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ● Assistant Principal & Principal ADVANCE study group focusing on teacher observations, rater reliability (norming) and actionable feedback focusing on domains 2 and 3. 	Teachers rated Effective as per the HEDI	September through June 2015	AP Supervision, Principal

	scale		
<ul style="list-style-type: none"> Employ Talent Coach in support of ADVANCE implementation and actionable feedback. 	Teachers rated Developing - Effective as per the HEDI scale	September through June 2015	Talent Coach, AP Supervision, Principal
<ul style="list-style-type: none"> Provide whole school professional development for teachers that focuses on Questioning and Discussion (3B), Student Engagement (3C), and Assessment and Checking for Understanding (3D) 	All Teachers	September through June 2015	AP Supervision, Principal
<ul style="list-style-type: none"> Utilize the Department of Education ADVANCE Inter-visitation Toolkit 	All Teachers	September through June 2015	AP Supervision, Teacher Leaders, Teacher Teams

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Talent Coach
Achievement Coach

Part 5 – Budget and Resource Alignment

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

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.

Measures of Teacher Practice (MOTP) Score Tracker - Feb 2015
Mid-Year Evaluation Reports - Feb 2015

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Continued implementation of ADVANCE aligning teacher observations to the Danielson Framework for Teaching indicates:

Based on 141 teachers:

93% of teachers rated Effective

7% of teachers rated Developing

Less than .07% of teachers rated Ineffective

June 2014 Regents pass rate: English 100%, Global History 98%, US History 99%, Algebra 94%, Living Environment 99%

Coaching is provided to teachers to support practice, promote alignment to the Danielson Framework for Teaching Rubric, and widen pedagogical approaches linked to shared beliefs about how students learn best.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Bi-monthly teacher teams engage in collaborative inquiry to examine and analyze classroom practice, student work and assessment data to drive student achievement as measured by teacher scholarship report and credit accumulation in Math, English, Science and Social Studies.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will work in teams to design and plan Common Core aligned instruction building on concepts from prior learning and fostering critical thinking and creativity.	All Teachers	Sept through June 2015	AP Supervision, Teacher leaders, Teachers

Teacher lesson plans will explicitly articulate strategies providing multiple entry points to serve the needs of all learners.	All Teachers	Sept through June 2015	AP Supervision, Teachers
Teacher lesson plans will contain various methods of assessment throughout the lesson, checking for understanding and informing future instruction.	All Teachers	Sept through June 2015	AP Supervision, Teachers
Teacher leaders will facilitate relevant professional development sessions, as identified by their colleagues and other members of the school community.	All Teachers	Sept through June	AP Supervision, Teacher Leaders, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
SBO- Conference Mondays Teachers with C6 Common Planning time Google Apps for Education (GAPE)

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.				
Department meeting minutes Teacher work products Inter-visitation records				
Part 6b. Complete in February 2015.				
Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).

Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- According to the School Quality Guide, against peer schools, the percentage of students in the lowest third earning 10 or more credits in their first year has increased by 6% to 92% from the previous year, 2013. Against city schools the percentage of students in the lowest third earning 10 or more credits in their first year increased to 97%.
- As indicated by the PISA report, LaGuardia students outperform students from selected countries (Finland, Singapore) in Reading, Math and Science.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, percentage of students earning mastery (85%) on the five core Regents examinations will increase by 1% and 89% of students in grade 9 will earn 10 plus credits.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Examine pass rates for 1st period classes in the core academic subjects.	1st period teachers and students	Sept through June 2015	Program office, AP Supervision
Supervisors will provide specific, targeted and actionable feedback that teachers can use to readily improve practice.	All teachers	Sept through June 2015	AP Supervision
Employ Talent Coach services to support improved teacher practice.	Ineffective and Developing Teachers	Sept through June 2015	Talent Coach

Examine Semester Common Assessment Results	All students	January-February 2015	AP Supervision, Teachers
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
 Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 Specify a timeframe for mid-point progress monitoring activities.

First semester progress report- February 2015
 MOTP score tracker
 Monitoring teacher observations with a minimum of two rounds completed by February 2015
 Teacher and student scholarship reports

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Build upon the increase communication through school-wide implementation of the Online Grading System and enable teachers to analyze data in real time.
- Increase communication about student progress based on feedback from the Learning Environment Survey.
- To consolidate the number of grading platforms used by teachers to promote and increase parent accessibility to monitor their child’s progress.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of our teachers will submit grades using an online grading system (Pupil Path). Parents will have access to student progress and attendance data and will be able to monitor credit accumulation and scholarship. 80% of parents will receive attendance data via telephone and text messages.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Establish parent-engagement center	Parents	September through June 2015	Parent Coordinator
Freshman Orientation- parent introduction to Skedula and Pupil Path	Parents	August 2015	AP PPS, COSA
Online training for teachers	Teachers	Fall 2014	DataCation, Program Chair Assistant
Student Bulletin disseminated weekly to communicate with teachers, students and parents	Teachers, Parents,	September through	AP PPS, Program Chair Assistant, AP

	Students	June 2015	SPED, Data and Technology
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Google Apps for Educators (GAFE)
LaGuardia Website

Part 5 – Budget and Resource Alignment

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

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.

Examine January scholarship reports.
Analyze student progress data (credit accumulation, transcript grades) to ensure students are on-track to meet graduation requirements.
Monitor students monthly attendance rates to identify trends and monitor Long Term Absences (407s) Close 10% of all open 407 cases.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Credit Accumulation Regents Scores	PM school Regents tutoring Aventa ARISTA peer tutoring teacher tutoring	small group, one-to-one	Before school, During school day, after school
Mathematics	Credit Accumulation Regents Scores	PM school Regents tutoring Aventa ARISTA peer tutoring teacher tutoring	small group, one-to-one	Before school, During school day, after school
Science	Credit Accumulation Regents Scores	PM school Regents tutoring Aventa ARISTA peer tutoring teacher tutoring	small group, one-to-one	Before school, During school day, after school
Social Studies	Credit Accumulation Regents Scores	PM school Regents tutoring Aventa ARISTA peer tutoring teacher tutoring	small group, one-to-one	Before school, During school day, after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Ladder of referral, teacher/parent concern, Deans reports, self identified students	Substance Abuse Prevention and Intervention Specialists, Individual Counseling	small group, one-to-one	Before school, During school day, after school

Section 7: Title I Program Information

Directions:

All schools must indicate their Title I status in Part 1

All elements of the *All Title I Schools* section must be completed in Part 2

All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3

All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4

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

For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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2b. 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).

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Part 3: TA Schools Only

3a. Use of Program Resources

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

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3b. TA Coordination with the Regular Program

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

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Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

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

Title I School Improvement 1003(a) - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

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

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

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

Title III Immigrant: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of

English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Title I Priority and Focus School Parent Engagement Set-aside: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

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

Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds: These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[Fiorello H. LaGuardia High School of Music & Art and Performing Arts]**, 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 the school and the families. The 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 the school community. **[Fiorello H. LaGuardia High School of Music & Art and Performing Arts]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

[Fiorello H. LaGuardia High School of Music & Art and Performing Arts], 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 with 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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	Tot #
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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										
Dual Language										
ESL	2			2						

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	0	0	0	0	0		0	0		
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	
	ELL	EP	ELL	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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														
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)														
Intermediate(I)														

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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	1		1	
Geography				
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 [AMAQ 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 accordings 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 admister 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.

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 [i](#)

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

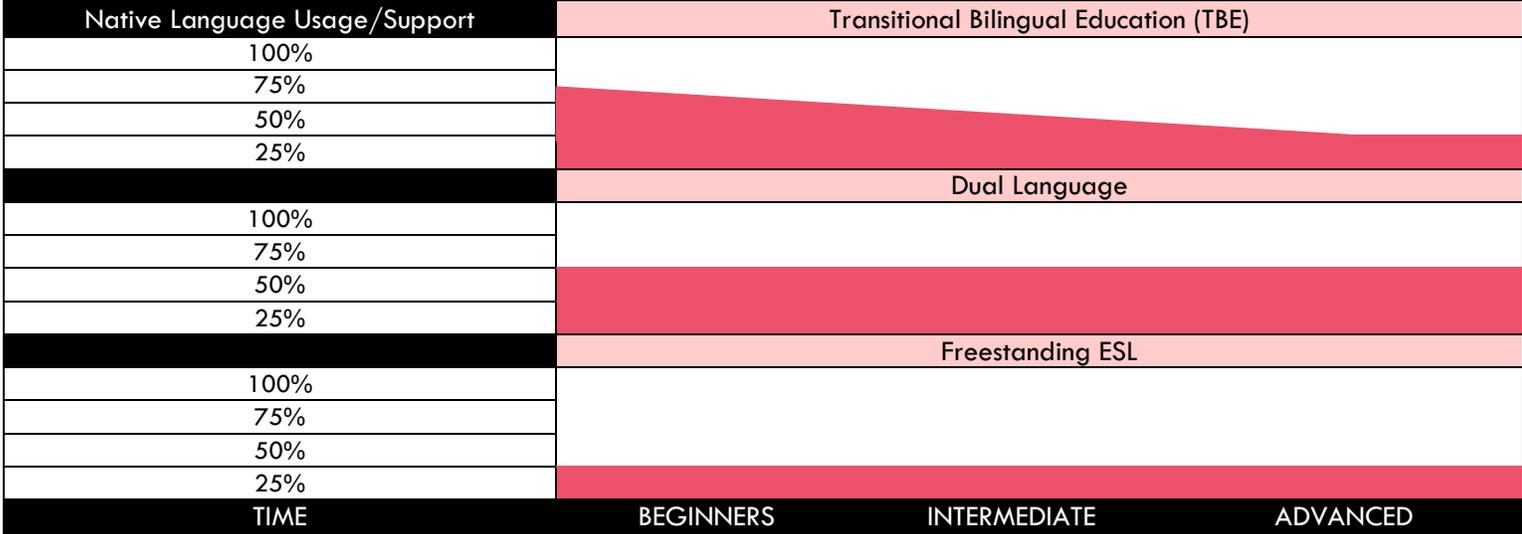
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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 languages 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:
- 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: <u>LaGuardia High School</u>		School DBN: <u>03M485</u>	
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