Second Floor Scoop

PSAT Schedule

STUDENTS: Please Check to See When You Will Take the PSAT or Participate in Other Activities.

The PSAT/NMSQT is a two and a half hour test. Testing will begin by 9:30am.

9am-11:30am	**9th Graders:** Part of the man-dated HIV/AIDS prevention plan • All ninth graders will meet in the **Concert Hall.**
9am-11:30am	**12th Graders:** Senior Class Trip
11:35am	**All Students:** Report to 3rd period class
Special Bell Schedule	
3rd period	11:35-12:13 (Attendance will be taken.)
4th period	12:17-12:52
5th period	12:56-1:31
6th period	1:35-2:10
7th period	2:14-2:49

COFFEE

TEACHERS: Take Advantage of LaG Coffee!
The staff is working hard to please all.

Coffee is now brewed three times per day in the cafeteria:
7:30am   10:30am   and 12:30pm
We are told that the staff will offer a full coffee and tea tray.

Daedalus and ARIS

TEACHERS: Daedalus and ARIS Offer Helpful Resources.
Your ARIS log-in information is the same as your username and password for your DOE e-mail. Ms. Wilson can give a Daedalus password to any teacher who does not have one.
Daedalus (admin-laguardiahs.theschoolsystem.net):
• students' transcripts, students' schedules, photo classlists, the ability to e-mail parents and students, and unexcused absences.
ARIS (arisnyc.org)*:
• Regents scores, ACUITY results, analysis of trends, and teaching materials.
*Note: Due to changes in the ARIS system, some data may not currently be up-to-date.

Update Address and Phone Number

PARENTS: Verify Your Contact Information.
Please take the time to visit
arisnyc.org to confirm that LaGuardia has on file your correct address, phone number, and emergency contact information. If you have moved within the last six months, you will need to update your blue emergency card.

Using Absence Forms

STUDENTS: Provide Correct Documentation for Your Absences
The Attendance Office aims to code every absence in the ATS system with the correct explanation; however, we can only do this if absent students provide correct documentation. Please note that it is still possible to receive a Perfect Attendance Award if all forms relating to School Audition, School Visit, and Competitions are correctly completed and submitted.
Student Absence Form: Students should use this form to account for absence. Upon returning to school, a student should attach his or her absence excuses to this form and fill in all pertinent information. The student should ask teachers to sign this Student Absence Form, and then the student should drop it off in Room 201. Forms are available in Room 201, Room 203, and at laguardiaartsprogramoffice.org.
Marked Absent in Error Form: Students should use this form if they have been marked absent erroneously. If you have received a phone call or letter about an absence that needs to be changed, fill out the top part of this form, and get your teachers to sign the bottom half. The Marked Absent in Error Form should then be returned to the Attendance Office in Room 201. Extra forms are available in Room 201, Room 203, and at laguardiaartsprogamoffice.org.
Cut Correction Form: This form is on the reverse side of the Marked Absent in Error Form. It is for students who were marked absent in error in a class. Once again, fill in the information, and have your teacher print and sign his or her name. The form should only be returned by the teacher to the Attendance Office in Room 201. Extra forms are available in Room 201, Room 203, and at laguardiaartsprogamoffice.org.
Verification of School Audition/Visit Form: If you visit a school or audition at a particular institution, ask an official there to sign this form.
Verification of Participation in a Competition Form: Be sure to ask the appropriate individual to sign this form.
LaGuardia's report cards provide you with information about attendance records. If you notice that you were marked absent in error, you should fill out the **Marked Absent in Error Form**. It is the student's responsibility to verify that all attendance records are accurate and to bring questions or concerns to the attention of the Attendance Office in Room 201. Thank you.

If you have any questions regarding information on this page, please call Ms. van Keulen, AP of Data and Technology, at X3203 or Mr. Sommers, AP of Organization, at X3237.

Innovations in Instruction

LaGuardiaArtsProgramOffice.org

This Week's Focus (PART 2): Reflection on Last Year's CFI Projects

Reflecting on Last Year's CFI Projects

The Team worked to encourage strategic changes in the school, evaluate the impact of those changes, and bring more students into the sphere of success. Our plan was to empower faculty members by helping them use relevant information about students' learning to drive decision making. We have accomplished this objective with the aid of Team members, faculty members, and the students themselves. We have uploaded documents and resources relating to our projects to the CFI section of the Program Office Web Site at **laguardiaartsprogramoffice. org**. We look forward to continuing to collaborate with members of the LaGuardia community on this year's projects.

Cross-curricular

One goal of this project was to encourage teachers to share data across disciplines to encourage further data-driven instruction on the school-wide level. The Renaissance and Baroque Festival and the Cross-curricular Committee both worked toward this end: They encouraged teachers to communicate with each other and look for commonalities among disciplines. The Cross-curricular Committee explored ways that an alignment of the American Literature and U.S. History curricula could benefit students and teachers. Such a correlation would lead to clearer standards, greater communication, and increased likelihood of higher quality instruction.

Note Taking

For this project, the teacher monitored the data that resulted from student performance on assessments relating to the synthesis sub-skill as evidenced in note taking. Instructional decisions were made based on those data. Last year's note taking lesson plans were considerably different from those that were used the year before because our assessments had provided us with insights that later allowed us to educate more successfully.

Technology

The school further supported the central Note Taking Project with a Technology Project. This involves familiarizing educators with electronic tools that can be used to analyze data. The CFI Team has made presentations to the faculty about ARIS, Daedalus, Easy Grade Pro, Excel, and other programs that allow teachers to understand and make meaningful conclusions about different quantitative data. We have also organized professional development workshops around these programs in order to further our objective of equipping teachers with the tools they need to more efficiently identify problems they need to address in their classrooms.

NEW on laguardiaartsprogramoffice.org: CFI Resources

2: Note Taking

[Note Taking | Scholastic Guide | Technology | Cross-curric

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Baseline Note Taking Assessment
Cornell Notes Power Point Teaching Tool
Note Taking Project Results 2008-09: Over
Yellow Sheet Article: E1 Curriculum
Information Originally Meant for the CFI V
Note Taking Lesson Plan 1: Listening
Note Taking Data 2008
Note Taking Lesson Plan 2: Organization

NEW CFI Developments

The Inquiry Process involves studying past instructional practices and resulting student performance in order to better meet students' needs. This research often leads participants to change teaching techniques and alter objectives. **Consistent with the spirit of the Inquiry Process, the CFI Team decided that PSAT results warrant a shift in focus for our central project to reading comprehension.** Our data demonstrate that some of our students are deficient in their understanding of complex sentence structure; thus, for our wider implementation of inquiry methodology, teachers will develop instructional strategies to address this school-wide shortcoming.

Our other plans will remain as they are. These include the use of an online platform to facilitate inquiry work and an expansion of the cross-curricular project to facilitate integration between arts and academics. We will also encourage, identify, and teach subject-specific vocabulary in both academic and studio courses. These efforts will be reinforced by a regular SAT corner installment in the Yellow Sheet that will feature five words each week.