



AVIATION HIGH SCHOOL

2009-2010

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 24Q610
ADDRESS: 45-30 36TH STREET, LONG ISLAND CITY, NY 11101
TELEPHONE: (718) 361-2032
FAX: (718) 864-8654

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 24Q610 **SCHOOL NAME:** Aviation High School

SCHOOL ADDRESS: 45-30 36th Street, Long Island City, NY 11101

SCHOOL TELEPHONE: (718) 361-2032 **FAX:** (718) 784-8654

SCHOOL CONTACT PERSON: Deno Charalambous, I.A. **EMAIL ADDRESS:** DCharal@school
s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON:

Rotating

PRINCIPAL:

Deno Charalambous

UFT CHAPTER LEADER:

Kenneth Weinberg

PARENTS' ASSOCIATION PRESIDENT:

Adam Blum

STUDENT REPRESENTATIVE:
(Required for high schools)

Christian Abreu

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24

SSO NAME: Integrated Curriculum and Instruction Learning
Support Organization

SSO NETWORK LEADER:

Gerard Beirne

SUPERINTENDENT:

Francesca Pena

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Deno Charalambous	*Principal/Faculty	
Kenneth Weinberg	*UFT Chapter Chairperson/Faculty	
Adam Blum	*PA/PTA Co-President/Parent	
Adam Blum	Title I Parent Representative	
Ronda Wilson	DC 37 Representative	
Maria Salazar	Student Representative	
Denise Ardrade	Student Representative	
Christian Abreu	Student Representative	
Alex Cruz	Student Representative	
Ralph Santiago	CSA Representative	
Rachel Camacho	Member/Parent	
Lila Ramlakhan	Member/Parent	
Wendy Featherstone	Member/Parent	
Janine Aiello	Teacher	
Wesley Henry	Teacher	

(Add rows, as needed, to ensure all SLT members are listed.)

- Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Narrative Description:

Aviation High School will provide all students with a high quality academic and technical education. Our state endorsed Career and Technical Educational program provides students with a world class education. This unique curriculum will prepare students for a NYS Regents Diploma and Federal Aviation Administration (FAA) Certification as Aircraft Maintenance Technicians, leading to exciting and lucrative careers in the aerospace industry. Our world-renowned reputation for academic and technical excellence reflects Aviation High School's tradition and commitment to both its students and the future of the aerospace industry.

Aviation High School is not just a school, it is a career! It is the largest public school in the United States that provides New York City youth with a high quality academic education coupled with a rigorous FAA approved Aviation Maintenance Technology program. Aviation High School occupies a city block and has seven instructional floors, complete with a full complement of various shops and a hangar which houses nineteen aircraft. Aviation High School's Annex is located at JFK International Airport for 5th year senior Powerplant Honors students. All students at the Annex have internships at JFK International Airport in addition to their regular classes.

Our quality educational program will prepare students for admission to college as well as careers in the aerospace industry. Our unique dual-purpose program: Federal Aviation Administration (FAA) – approved Aviation Maintenance Technology plus College Preparatory Program provides students with both a high quality, rigorous academic and technical education. Students qualify for a Regents diploma while they earn their Airframe and/or Powerplant certification which would cost a great deal of money elsewhere. They gain the ability to use technology, think critically as well as to work and to communicate effectively with others. This provides students with entry level skills needed for high paying careers in the ever-changing aerospace industry as well as allows them to continue their education, especially in the area of aerospace engineering. Those students who apply to aerospace technical college programs may receive up to two years of advanced college standing, worth thousands of dollars in tuition fees. Seniors are eligible for various airline internship programs to further enhance their skills during their last year at Aviation High School.

Aviation's FAA program has proven to be quite successful. Our students consistently achieve above the average FAA norm for the nation. Our academic program has been equally successful, surpassing the state standard benchmarks in English, Mathematics, Social Studies and Science. Efforts and attention continue to be directed to maintaining a challenging academic and technical curriculum. Aviation High School has earned an "A" rating for the past two consecutive years on the Department of Education Progress Reports, and a "Well Developed" Rating on the NYC Quality Review; both earning us the Excellence Reward Award.

The aerospace industry has a strong affiliation with our school; sharing their expertise and providing industry experiences to our students to enhance the quality of our program. We remain committed to providing our students with the quality aerospace education they so earnestly deserve.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	Aviation Career & Technical Education High School							
District:	24	DBN:	24Q610	School BEDS Code:	342400011610			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8		12	√
	1		5		9	√	Ungraded	√
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		91.5	93.6	94.0	
Kindergarten	0	0	0	Student Stability - % of Enrollment:				
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 2	0	0	0		98.5	99.0	98.7	
Grade 3	0	0	0	Poverty Rate - % of Enrollment:				
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 5	0	0	0		58.3	61.7	57.8	
Grade 6	0	0	0	Students in Temporary Housing - Total Number:				
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 8	0	0	0		1	1	14	
Grade 9	687	571	568	Recent Immigrants - Total Number:				
Grade 10	407	570	522	(As of October 31)	2006-07	2007-08	2008-09	
Grade 11	426	368	430		17	21	11	
Grade 12	438	471	454	Special Education Enrollment:				
Ungraded	1	1	1	(As of October 31)	2006-07	2007-08	2008-09	
Total	1959	1981	1975					
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	44	43	37	Principal Suspensions	102	71	70	
# in Collaborative Team Teaching (CTT) Classes	16	21	26	Superintendent Suspensions	8	9	2	
Number all others	41	30	32	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09	
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	N/A	1902	
(BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:				
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	54	67	39	Number of Teachers	106	123	123	

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	36	1	2	Number of Administrators and Other Professionals	4	12	12
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	97.7	89.1	96.1
				% more than 2 years teaching in this school	69.8	71.7	74.5
				% more than 5 years teaching anywhere	65.1	65.2	66.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	93.0	91.0	90.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.7	100.0	93.6
American Indian or Alaska Native	0.0	0.9	1.1				
Black or African American	20.0	19.2	20.6				
Hispanic or Latino	54.7	55.9	53.9				
Asian or Native Hawaiian/Other Pacific Isl.	6.6	6.7	6.4				
White	18.7	17.3	18.1				
Male	51.4	51.8	52.7				
Female	48.6	48.2	47.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		√	√	-			
Other Groups							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√SH	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	7	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	97.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10.5			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	20.1			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	56.8						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	10.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Trends

- Steady improvement on our four year graduation rate for the past five years from 73% to 86%.
- Increased the amount of students earning CTE endorsed diplomas over the past four years by 7%.
- Excellent student attendance of over 90% over the past five years.
- Increased the number of ISS students receiving local diplomas by two per year over the past four years.
- High quality and productive partnerships with the Aviation industry to enrich and promote our unique program as seen in the increase in the number of airline partners over the past ten years by four percent.
- Increased the number of students participating in Advanced Placement courses by creating two new Advanced Placement course offerings in the past five years.
- Expanded the network of post-secondary programs granting college credit to students receiving FAA Airframe and Powerplant certificates by three over the past five years.
- Increased the number of aerospace companies who recruited Aviation High School graduates to fulfill their employment needs.
- 90% of our graduating seniors have been certified by the *WISE Foundation* as financially literate for the past six year earning "Blue Star School" status.
- Our FIRST Robotics program has consistently won awards in the Regional FIRST competition over the past four years including the coveted Chairman's Award in 2007 and the Engineering and Inspiration Award for 2006 and 2008.

Greatest Accomplishments

- In 2008 and 2009, Aviation High School was recognized by *US News and World Report* as a “Bronze” medal school which placed us in the top 9% of all high schools in the United States.
- Aviation High School served as the only high school representative on President Bush’s Aerospace Task Force from 2003-2008.
- Aviation High School was the only CTE high school on the Mayor’s Career and Technical Education Taskforce.
- 12% of all aircraft maintenance technicians nation wide are graduates of Aviation High School.
- Two consecutive years of achieving an “A” rating on the NYC DOE Progress Report.
- Two consecutive years of receiving a “well-developed” rating on the NYC DOE Quality Review.
- The school analyzes data very effectively to assess its own performance and to compare the progress of students in different classes, grades and subjects as noted in earning a “Well Developed” rating in the 2006-2007 and an “Outstanding” rating in the 2007-2008 Quality Reviews in this category.
- Effective professional development in training teachers in the use of data to enhance instruction and revise curriculum has led to academic and technical success as noted in the 2007-2008 Quality Review.
- Enhancing the use of technology by having SmartBoards in every classroom and aviation technology labs has resulted in more effective strategies based on data and best practices as seen in the facilities and BEDS reports.
- Over the past five years our students have consistently achieved over 90% passing rate in the Regents cohort results.
- Increased the number of ISS student participation in the Least Restrictive Environment as indicated in the Mainstream Survey Report.
- We have consistently met Adequate Yearly Progress target goals in all areas on the New York State Report Card since the implementation of the No Child Left Behind Act. Additionally, we have always been categorized as a school in “Good Standing”.
- Over the past five years our students consistently had over a 90% attendance rate.
- This school year 97% of Aviation High School students passed their FAA exams.
- Working with the Port Authority of New York and New Jersey and our Airline Partners, we were able to establish a model School to Career Annex facility at John F. Kennedy International Airport worth over \$2.5 million at no cost to NYC DOE.
- The Annex has enabled us to meet the demands of training our students for the needs of the 21st century airline industry. For example, FedEx donated a Boeing 727 Aircraft and several turbine engines to help prepare our students for the commercial aviation industry.

- An exemplary atmosphere of trust and respect between students and staff permeates the school, strongly supporting personal and academic development as noted in the Quality Review and Learning Environment Surveys for the past three years.

Significant Aids

- Strong partnerships with the Aviation industry.
- College partnerships to support upper level classes.
- Data team on the cutting edge of technology which is in line with the Department of Education's mission for data driven instruction.
- 30% of the Aviation faculty are alumni which helps preserve the culture and mission of the school.

Significant Barriers

- Need for more parents to become proactive and involved in their child's education.
- The DOE weighted fair funding formula for our CTE program is inadequate to comply with the mandates from the Federal Aviation Administration in order to provide Airframe and Powerplant certificates which will reduce the amount of CTE endorsed diplomas we issue.
- Budget cutbacks have seriously hindered our resources and our ability to fund our CTE program. Support personnel have been reduced to the point it is effecting the school climate.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

GOALS

Goal 1: Teachers will use data to improve student achievement y 1% by June 2010 through the utilization of interim goals and differentiated instruction as reflected by scholarship reports.

Rationale: We are working to increase the use of data in all classrooms and programs to enhance instruction.

Goal 2: By June 2010, six teacher teams will be created and implemented to enhance a school culture of teamwork and interdisciplinary approach to teaching and learning.

Rationale: Teacher teams are going to be enhanced and formalized to increase department and interdepartmental teacher collaboration.

Goal 3: By June 2010 there will be an increase of 2% in the number of students earning Federal Aviation Administration (FAA) certifications as shown by the FAA Norm report.

Rationale: An increase in the number of students passing the FAA certification exam will fulfill the mission of the school and train aviation certified mechanics.

Goal 4: To increase the number of ninth grade students eligible to sit for the Earth Science Regents by 1.5% June 2010.

Rationale: We are working on decreasing the number of students who are not eligible to take the Earth Science exam due to missing lab requirements.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers will use data to improve student achievement through the utilization of interim goals and differentiated instruction.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action/Strategies/Activities</p> <ul style="list-style-type: none"> • Cabinet and key staff will turnkey professional development on the use of interim goals to drive student achievement. • Cabinet and Data Specialists will turnkey professional development on the use of data to differentiate instruction. • Administrators, Supervisors and staff will all have access to comprehensive student data using systems like ARIS, Acuity and customized data reports from our data specialists in order to develop interim goals and differentiate instruction. <p>Target Population</p> <ul style="list-style-type: none"> • Grades 9 through 12 <p>Timeline</p> <ul style="list-style-type: none"> • June 2010

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax-levy. • Title I and Title III funds. • DOE Summer School funding formula for Career and Technical Education and Academic programs. • VTEA • Grants • Contract for Excellence
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of Periodic Review & Instruments of Measure</p> <ul style="list-style-type: none"> • Review each of the six marking period scholarship reports and other data reports for ongoing of monitoring student progress. • Monitor weekly attendance in all programs. • Logs of professional development and other training sessions. <p>Projected Gains</p> <ul style="list-style-type: none"> • Increased number of CTE endorsed diplomas • Increased number of students remaining in their cohort • Increased number of students passing Regents exams • Increased attendance for all programs

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, teacher teams will be created and implemented to enhance a school culture of teamwork and interdisciplinary approach to teaching and learning.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Action/Strategies/Activities</p> <ul style="list-style-type: none">• Teachers will identify and evaluate specific skills common to both disciplines and strategies to meet the needs of the students.• Teams will meet throughout the year to research, plan and develop lesson plans for each interdisciplinary lesson.• Common preparatory periods will be scheduled for all teacher teams.• Funds will be allocated to support the interdisciplinary team teaching initiatives within budgetary constraints. <p>Target Population</p> <ul style="list-style-type: none">• Grades 9 through 12 <p>Responsible Staff</p> <ul style="list-style-type: none">• Principal• Assistant Principal's• Teachers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none">• Tax-levy.• Title I and Title III funds.• VTEA• Grants• DRA Stabilization Funds• Contract for Excellence

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

Interval of Periodic Review & Instruments of Measure

- Formal observations each year by the Principal and Assistant Principals.
- Informal observations every marking period.
- Department conferences during each marking period to discuss interim goals and student progress.
- Logs of teacher team meetings and notes.

Projected Gains

- Increased collaboration between teachers across all departments.

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 there will be an increase in the number of students earning Federal Aviation Administration (FAA) certifications.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Action/Strategies/Activities</p> <ul style="list-style-type: none">• Teachers will develop specific lessons on improving FAA test taking strategies.• Students will use FAA exam Prepware software to prepare for the FAA exam.• 100% of Aviation Maintenance senior year teachers will use predictive exams to prepare students for FAA exams. <p>Target Population</p> <ul style="list-style-type: none">• Grades 9 through 12 <p>Timeline</p> <ul style="list-style-type: none">• June 2010
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none">• Tax-levy.• Title I and Title III funds.• DOE Summer School funding formula for Career and Technical Education and Academic programs.• VTEA• Grants• DRA Stabilization Funds

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

Interval of Periodic Review & Instruments of Measure

- Review each of the six marking period scholarship reports, and other data reports for ongoing monitoring student progress.
- Review of FAA records after every rotation and at the conclusion of the Extended Day and Summer School Programs
- Monitor weekly attendance in all programs.
- Review marking period data for ongoing support and evaluation of Extended Day, Saturday School programs.
- Review of daily attendance and weekly student progress in Summer School.

Projected Gains

- Increased number of CTE endorsed diplomas.
- Increased number of students passing the FAA Maintenance certification exam.

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of ninth grade students eligible to sit for the Earth Science Regents by 1.5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action/Strategies/Activities</p> <ul style="list-style-type: none"> • Verbal and written notification to all parents of ninth grade students on attendance and completion of Earth Science labs. • The use of the phone messaging system to notify parents of lab absences. • Creation of a database to track and provide reports to Earth Science subject class teachers of missing lab requirements. • Periodic visits by the Principal and Science Assistant Principal to Earth Science ninth grade classes to discuss lab progress. <p>Target Population</p> <ul style="list-style-type: none"> • Grades 9 through 12 <p>Timeline</p> <ul style="list-style-type: none"> • June 2010
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Tax-levy • Title I and Title III funds • VTEA • Grants • DRA Stabilization Funds • Contract for Excellence

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

Interval of Periodic Review & Instruments of Measure

- The Principal and Science Assistant Principal will regularly meet with students in danger of failing Earth Science lab.
- Weekly progress and attendance reports will be generated through the use of in-house database programs.

Projected Gains

- Increased number of students sitting for the Earth Science Regents
- Increased number of students passing the Earth Science Regents
- Reduction of student out of cohort due to Science failures

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	200	102	12	12	102	3	1	2
10	24	30	34	16	100	5	3	4
11	12	22	3	12	30	7	5	3
12	12	4		5	14	7	11	3

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Reduced class size for freshmen in level I or II • Skills level classes for sophomores and juniors • Bilingual paraprofessional in ESL classes • Extended day classes for credit recovery • Tutoring
Mathematics:	<ul style="list-style-type: none"> • Double period algebra class for level I & II • Discrete Math for struggling mathematics students • Reduced class size for repeat algebra students • Extended day classes for credit recovery • Tutoring
Science:	<ul style="list-style-type: none"> • Earth Science Regents Prep classes for students who failed the regents • Saturday school classes for credit recovery • Tutoring
Social Studies:	<ul style="list-style-type: none"> • Extended day classes for credit recovery • Tutoring
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • AIS Grade Advisor assigned to at-risk students • Planning interviews and alternative school placement • Guidance lesson on good study practices and time management • Conflict resolution • Attendance improvement and outreach
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Collaboration with SBST and ISS
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Collaboration with SBST and ISS

At-risk Health-related Services:

- Conducting vision screening as per compliance requirement
- Collaboration with Guidance personnel to ensure appropriate classroom environment
- Process 504's for extended test time

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Language Allocation Policy 2009-2010

Principal's Statement

Aviation High School is located in Long Island City, Queens. The school presently has an enrollment of 2123 of which 55 or 2.59% of the school population are ELLs. Our ELLs have equal access to all programs including the opportunity to earn two FAA licenses in power plant and airframe upon completion of our 5th Year Honors program. Our students consistently achieve above the average FAA norm for the nation. Aviation's unique technical training provides all students with unlimited vocational and academic possibilities through our FAA Approved Aviation Maintenance Technology Program. It is the largest public school in the United States that provides our ELLs with a high quality academic education as well as the rigorous FAA approved Aviation Maintenance Technology program leading to airframe and power plant license certification.

School Mission Statement

Our State and FAA endorsed Career and Technical Educational Program creates a climate to inspire learning. Aviation High School was recognized by US World and News Report as a bronze metal school. According to the report, Aviation High School ranks in the top 9% of the 18,790 high schools in their national survey. As quoted by State Senator, James E. Rogan, in the New York Times, "...it offers students a world class education and an incentive to excel." The unique curriculum prepares students for a NYS Regents Diploma, Advanced Regents Diploma and FAA Certification as Aircraft Maintenance Technicians which can lead to an exciting career in the aerospace industries. As a career and technical school, it provides our students with entry-level skills for both college and the aerospace industry. We create an educational culture that tries to instill our students with moral character, respect, self-discipline, and strong intellectual and multicultural values. Our world-renowned reputation for academic and technical excellence reflects Aviation High School's tradition and commitment to students and to the future of the aerospace industries.

Our Language Allocation Policy recognizes the principles of the Continuum for Academic Rigor and Excellence. Our Freestanding ESL program and all the content areas recognizes the needs of our ELL population and uses ESL pedagogical strategies to assist our ELL population attain language proficiency to meet and exceed state and city standards.

According to the latest published "A" rated 2008-2009 Progress Report, our English Language Learners made exemplary gain of 81.8 % earning additional 2 credits in Closing the Achievement Gap.

- Equal Access to all school programs
- Our ELL students have equal access for every school program including the opportunity to earn two FAA licenses.

We earned a *Well Developed* in our last Quality Review.

Part I: School ELL Profile

A. LAP Team

Language Allocation Policy Team Composition

Deno Charalambous, Principal, Ms. Brossmer, Assistant Principal English/ESL, Ms. Hoosak, Assistant Principal Math, Ms. Nearon, Assistant Principal Science, Mr. Santiago, Assistant Principal of Pupil Services, Mrs. Ortiz, Assistant Principal Special Education, Mrs. Seiden, the Assistant Principal Social Studies, Mr. Cotumaccio, Assistant Principal Aviation Technology, Mr. Sosa, Assistant Principal Aviation Technology, Mr. Jackson, Assistant Principal Organization, Ms. Morillo, Parent Coordinator, Ms. Olivo, Social Studies teacher, Ms. Tavarez, Aviation Maintenance Instructor, Mr. Pepenella, Aviation Maintenance Instructor, and Mrs. Iacovou, ESL Coordinator and ESL Teacher. Our Parent representative is Rachel Camacho. Mr. Browne is our Data Specialist/Program Chair and Social Studies teacher.

B. Teacher Qualifications

Three teachers of ESL have appropriate ESL Licensing/ State Certification. There are four teachers of junior and senior ELLs who have ELA certification. All teachers of ESL Content Areas have required Content Area licenses/certifications. Copies of all licenses/certifications are on file.

C. School Demographs

Our school presently has an enrollment of 2, 123 of which 55 are ELLs, a 2.59% share of the total student population.

Part II: ELL Identification Process

We have a Free Standing English as a Second Language (ESL) program. There are a number of steps we use to identify the ELLs in our school. As a screened school, parents choose Aviation High School. Parents are aware of our Free Standing ESL program. The Assistant Principal English/ESL, ESL Coordinator, and Parent Coordinator co-facilitate New Admits' Parent Orientation Session during our annual August Parent Orientation for incoming 9th grade students and on-going when necessary. Parents complete the Home Language Survey Form in their native language. The AP or the parent coordinator, a Spanish speaker, conducts one on one

interview. Our ELL coordinator administers the LAB-R test to the new admits from other than NYC public schools based upon the Home Language Survey and placement is made based upon the LAB-R data results and parent choice. The trend in parent choice for the past few years is Freestanding ESL. We have no native language program as total number of eligible students for each grade level fall below 20. If the need arises, depending on budgetary restraints, we have a full time, fully licensed Spanish Teacher who has a great interest in teaching Spanish as a native language.

To ensure that parents understand all three program choices, the orientation team distributes the Parent's Rights booklets in their native language, and show the DOE video, available in a number of languages, including Spanish during the August Orientation session. As a screened school, we do not have the great influx of over the counter students and we hold on-going sessions as necessary.

The ESL Coordinator ensures that the entitlement letters are distributed to the students in their native languages. Students bring them home to their parents and are required to return them. They are maintained in an Entitlement notebook

Part III: ELL Demographics

A. ELL Programs

We have one heterogeneous ESL class per grade level.

B. ELL Years of Service and Programming

Of the 55 ELLs, 25 are newcomers receiving service 0-3 years, 18 ELLs are receiving service 4-6 years and 12 long term ELLs who completed 6 years. We presently have 0 SIFE students. In Special Education we have 3 ELLs receiving service 0-3 years, 1 (4-6 years) and 6 Long Term who completed 6 years.

C. Home Language Breakdown

The 2009-2010 demographics according to grade level:

In General Education we have in our 9th year- 18 Spanish, 2 Chinese, 1 Punjabi, 2 Bengali, 1 Arabic, 1 Urdu, 1 Nepali, 1 Tibetan for a total of 27 ELLs in 9th year. In 10th year we have 11 Spanish, 2 Chinese, 1 Albanian, 1 Swahili (Kiswahili), 1 Nepali for a total of 16 students. In 11th year we have 4 Spanish, 1 Bengali, and 1 Burmese, for a total of 6 students. In 12th year we have 3 Spanish, 1 Chinese, 1 Bengali, and 1 Haitian Creole for a total of 6 students. We presently do not have any ELLs in our 5th year program. We have a total of 45 General Education ELLs.

In Special Education we have 2 Spanish, 1 Urdu and 1 Punjabi in 9th grade. In 10th grade we have 3 Spanish. In 11th grade we have 2 Spanish speakers. In 12th we have 1 Haitian Creole and 1 Spanish speaker. We have a total of 10 Special Education ELLs.

D. Programming & Scheduling Information

Our high school is departmentalized by subject areas. Our ESL Department is under the umbrella of our English Department. The Assistant Principal of English/ESL supervises both programs. She is fully licensed in Supervision in English, English and ESL Certified.

Mandated number of instructional minutes

Our ESL classes are heterogeneous. Our 2 beginning 9th grade students have 540 minutes of ESL and 230 minutes of ELA. Our 9th and 10th grade intermediate students have 460 minutes of ESL. Our 9th and 10th grade advanced students have 230 minutes of ESL and 230 minutes of ELA.

Our 11th and 12 year ELLs have 230 minutes of ESL. The six 11th and six 12 grade ELL's are combined with our ELA classes with licensed English teachers who are receiving 7.5 hours of ELL Professional Development.

Department Organization: ESL and Content Area and Instructional Minutes

As a high school, we are departmentalized. Under the leadership of our principal, each content area is supervised by an assistant principal except for Aviation Maintenance Technology of which there are two assistant principals. Our Content Area Departments are: English/ESL/Foreign Language/Library, Social Studies, Math, Science, Physical Education/Music/ROTC, and Aviation Technology Maintenance/Power Plant/Airframe. In addition, we have assistant principals in administration: Guidance, Security, and APO.

Our Content Area subjects are taught in English. We have 2 Spanish bilingual paraprofessionals who work directly with the students and teachers across the content areas. Specific information regarding each of our content areas is fully explained in the section entitled, *Language Allocation Program Descriptions*.

ESL -We have four ESL classes, by grade level, in general education, 9th year LA (460 minutes), 10th year LB (460 minutes), 11th year LC (230 minutes) and 12th year LD (230 minutes), and one self-contained ESL Special Education class, LEPPM (230 minutes).

Content Areas- We have the following ESL Content Area classes:

- Mathematics (4) , 9th year algebra (230 minutes), 9th year algebra for lower skilled students, (460 minutes), 10th year geometry (230 minutes) and Math B for upper levels (230 minutes)
- Social Studies (3), 9th year Global, 10th year Global, and 11th year American History (all 230 minutes per week).

- Aviation Maintenance Technology (3), 9th year Exploratory Shop (230 minutes), 10th year wood/metal (3 periods or 690 minutes) and 11th & 12th year Basic Air/Power (4 periods or 920 minutes) .
- Science (3), 9th year Earth Science, 10th year Living Environment, and Earth Science for upper grades (all 230 minutes per week).

Differentiated Instruction

Instruction is differentiated to ensure success in 21st Century skills: Our collaborative learning is based on sheltered instruction and it provides opportunities for English learners to interact with their peers and become engaged into receptive and productive language learning. Learning is designed on students' strengths and weaknesses in order to ensure active student engagement. Language learning strategies include: buddy system in order to help the new second language learner become a member of the classroom society; writing response groups, students share their writing with one another, concentrate on what is good in the paper, and help one another improve their writing based on teacher's modeling. Literature response groups, students use their own background knowledge to respond to literature and to value students' individual responses. This approach helps language learners become independent readers of literature. Cooperative groups are another strategy in which students are given specific roles and responsibilities for group work. Students become responsible for the success of one another, creating success for all members of the group. This builds individual and group responsibility for learning. Students develop into creative and active learners. Our cooperative learning methods are based heterogeneous groups in terms of ethnicity, gender, language proficiency and academic achievement. Also, teachers may balance groups in terms of personality characteristics: shy/outgoing, quiet/talkative group members have a chance to experience different ones.

For our SIFE students:

- Teachers work collaboratively with student support services, such as the Guidance Department, Attendance Office and SPARK Program
- Teachers develop a positive communication with parents by informing them on their child's learning goals, progress, and attendance
- Teachers create a welcoming positive relationship with parents through parent/teacher conferences, PTA meetings, Emails, phone calls and letters in order to develop an effective educational partnership

Instructional Materials

- Our free standing ESL program and all the content area classes recognize the needs of our ELL student and use appropriate ELL strategies to attain language proficiency to meet and exceed city standards.
- ELL instructional materials consist of literature based on textbooks, non-fiction textbooks, grammar and vocabulary workbooks based on language proficiency
- Web boards, computer lap tops, movies, short films, audio tapes, and music enhance language learning
- Bilingual dictionaries, poster boards, visual aids also support language learning.
- Instructional materials in the content area
- Glossaries, dictionaries, required textbooks and teacher made materials support learning.

How native language support is delivered.

- A bilingual paraprofessional is placed in ELL and content area classes
- A bilingual section is located in the school's library
- Tutoring
- Availability of language regents

Required Services Support and Resources

The Assistant Principal of English/ESL, Special Education and the ESL Coordinator review all available data from ATS. We offer Title III tutoring before school in both ESL and Content Areas by grade level and on-demand. Teachers offer tutoring during the school day through the UFT Circular 6. Guidance services are by grade level.

School Activities prior to the start of the school year

Our Principal facilitates our freshman orientation in late August prior to the school year. The Principal, Assistant Principals, Parent Coordinator, and our Coordinator of Student Activities (COSA) present the full gamut of our program including all extra curricular activities. Programs and extra curricular activities are open to all students. Student representatives from ROTC and other clubs also speak. Students from our various clubs and organizations give our incoming students guided tours of the building and answer all questions our new students may have. The Math Assistant Principal gives a Math Placement Assessment to all students to ensure they are programmed in math according to their abilities.

Every early fall, the Principal facilitates an Open House including tours to perspective students. Our Assistant Principal Guidance and Assistant Principal Aviation Maintenance Technology, both Spanish speakers, offer opportunities to meet with parents of ELLs to assist them to understand our programs, understand FAA regulations and our screening process.

Our website also includes pertinent information regarding our programs.

Language Electives

At this time, we offer Spanish as a Second Language. We presently do not have a Native Language Arts Program as we do not have the number of students required on each grade level. However, if our numbers increase and parents request, within budgetary constraints, our fully licensed Spanish Teacher could be programmed to teach Spanish NLA.

New programs/Improvements for the upcoming school year

- A zero period ESL Beginning class was developed to ensure that our beginning ELLs receive the mandated minutes as required by CR Part 154.
- Our Aviationhs.net web site is being updated to include letters to parents in the home languages.
- We have added Daedalus, a data management system, which gives all parents access, in the native language, to their child's grades, transcript and attendance data.
- We have updated our Preferred Language Survey to reflect the DOE mandates.
- We have included more technology based Professional Development for teachers of ELLs.
- The Principal initiated a peer homework helpers for all students in the cafeteria during all the lunch periods.

Part IV: Assessment Analysis

A. Assessment Analysis

NYSESLAT Modality Analysis

All ELL students are placed in the appropriate English as a Second Language class based on their LAB-R, NYSESLAT scores, Math placement test, ELA Regent Score, and their grade level.

Based upon the examination of the four modalities (NYSESLAT), Regents and RCT State assessments in all content area classes and the new Acuity Regents and Preregents Predictive, in Math and ESL, we have determined strengths and needs to differentiate instruction. Our ultimate goal is for students to attain ESL language proficiency.

Our NYSESLAT results are as follows:

We have 24 Advanced, 29 Intermediate and 2 Beginning. In the 9th grade there are 13 Advanced, 12 Intermediate and 2 Beginners. In the 10th there are 5 Advanced and 11 Intermediate. In the 11th grade there are 3 Advanced and 3 Intermediate. In the 12th grade there are 3 Advanced and 3 Intermediate.

In Special Education we have 3 Advanced students in the 9th grade. There are 3 Intermediate in the 10th grade. In the 11th grade there are 2 Intermediate. In the 12th grade there are 2 Intermediate for a total of 10 Special Education ELL students.

In evaluating the four modalities of the NYSESLAT, the pattern across the grade levels is as follows: In grades 9-12 there is a pattern of 6:5 intermediate to advance in Listening & Speaking combined. The programming implication here is the focus on balanced literacy curriculum that includes listening and speaking strategies through the use of visual and listening aids such as video. Collaborative learning strategies, active listening and active student engagement in meaningful, purposeful talk is incorporated in each lesson. This is assessed through informal and formal observations.

In grades 9-12, there is a pattern of 6:5 intermediate to advance in Reading and Writing combined. The programming implication is the differentiating of curriculum to differentiate reading and writing instruction according to student needs. Each lesson must have the elements of active student engagement, collaborative learning, and balanced literacy. An on- assessment portfolio is maintained to access student progress.

Teachers have access to ARIS data including NYSLAT, Regents, Acuity, formal and informal data are used to differentiate instruction. The administration uses all scholarship data to assess instructional needs and drive professional development.

The NYSAA is administered to IEP students whose promotion criteria on page 9 indicates modified criteria. We presently have 0 students who meet this criteria.

B. Reviewing and Analyzing the Assessment Data

In reviewing the LAP team's data findings, there are some very specific common focuses that each instructor maintains. ESL and ESL content area instructors utilize teaching methods that incorporate ESL strategies that are detailed in this LAP, which includes, but is not limited to, the following common focuses:

- Our LAP and instruction focus on all four modalities, reading, and writing, listening and speaking strategies through differentiation of curriculum and instruction: balanced literacy and collaborative learning.
- Teachers differentiate instruction and curriculum based on data that includes student goals.
- Students develop interim goals on an ongoing basis.
- All ESL and ESL content area classes addresses strategies for Academic Language Acquisition for ELLs. We are teaching academic and technical/aviation vocabulary which allow for successful academic and technical discourse.
- Using a variety of teaching strategies including modeling, visualization and collaborative learning in small group environments based on on-going assessments.
- All ESL instructors are licensed in English and ESL. All content area instructors are licensed in their content area.
- ESL and ESL content area instructor's work as a team with bilingual paraprofessionals.
- Titles III before school tutoring programs are on demand and based on individual assessments of our students.
- The Title III program is supervised by the Assistant Principal of English/ESL.
- We utilize the Circular 6 Administrative periods for tutoring as stipulated under the UFT Contract.

New York State Regents Exam

Our programs are aligned with FAA and State Regents regulations. In reviewing the Integrated Algebra and Global History Regents, students choose to take the respective Regents in English. (20:2 Math, 12:1 History). The passing rate is comparable to the passing rate in General Education. Curriculum is differentiated to meet the needs of the students. Our transitional plan for students reaching proficiency is to monitor their progress and offer AIS including Extended Day. Students who have been identified as at-risk, have academic intervention services across the curriculum according to CR. Our plan for our long term ELLs has been to offer intense, transitional ESL with an intense focus on ELA Regents. Students who require more than four years to graduate are offered the Extended Day/Summer options along with on demand tutoring opportunities including the Title III before school program. Parents are informed of these opportunities through written communication. The school now uses E-chalk as a way of communicating on-line. The AP is working with the Parent Coordinator and Office of Translation to get these letters in the community languages on-line.

Test accommodations, such as extended time and use of glossaries, are mandated for all ELLs. Those students who tested out within the last two years are also eligible for parallel accommodations to that of current ELLs. The Assistant Principal of English/ESL in collaboration with the Data Committee disseminates the student eligibility list to the cabinet, who in turn, shares with their staff.

Instruction for ELL subgroups is based on State Assessments, formal and informal assessment to differentiate instruction. All teachers of Special Education and or Resource Room ELLs have a copy of their students IEP. On-going conferencing with the Assistant Principal of Special Education, Resource Room Teacher, Speech Teacher, Social Worker with teachers establishes a strong partnership.

Instructional Implications

Our school's implications for the LAP and instruction are as follows: The ESL instruction is based on data , on-going assessment analysis to drive instruction including collaborative learning strategies. We are using ESL strategies and methodology such as BICS and CALP. We have identified the specific goals in the four modalities as; but not limited to:

Speaking

Students need to become fluent, coherent and easily comprehensible. Students will develop communicative confidence for social and academic communication.

Students will improve their pronunciation and intonation in a way that errors do not interfere with communication. Students will engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop and express, and to interpret opinions and evaluations about a variety of experiences, ideas, and information.

Our goal is to help students speak English in formal and informal situations.

Writing

Students need to improve their writing skills to achieve personal and academic success. As improved writers, students will be able to pass their Regents Examination.

Students will write well developed sentences, paragraphs and essays. Students will use the process of prewriting, drafting, revising peer editing and proofreading to produce well constructed pieces. Students will create stories, poems, sketches, songs, and plays including those that reflect traditional American culture.

Students will be able to use appropriate main ideas with specific details and examples along with supporting evidence through different types of writing. Students will organize, discuss, interpret and analyze information related to academic content areas from various sources.

Students will improve in Academic and Technical Writing.

Reading

Students need to become familiar with literary elements contained in all literary genres. Students will identify a variety of literary elements and techniques and will be able to use these elements to interpret the work.

Students need to read proficiently in all content areas.

Students need to comprehend meaning from text and respond to various forms of questions.
Students need to become familiar with literary elements contained in all literary genres.

Students are encouraged to read independently outside of the course work requirements.

Students will read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to convey an interpretation of meaning.

Listening

Students need to listen critically and express themselves clearly and effectively.

Students need to listen to offer collaborative feedback.

In all four modalities the instructors utilize a variety of rubrics.

Transition Services & English Language Learners in the Instructional Support Services Department

The Instructional Support Services and English/ESL Departments have developed a program in order to ensure that all ELLs reach proficiency in English and are prepared for the shift into adult life. English language learners with disabilities have been identified by the latest educational evaluation as outlined in the Individualized Education Program (IEP), home language surveys and proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT).

The Transition component of this program is aimed at providing English language Learners with disabilities with the language skills in order to successfully integrate into the community, plan for post-secondary placement, live independently and become competitively employed.

In order to achieve these goals, the following activities continue to be essential to the program and curriculum for ELL students as identified in the Language Allocation Policy. The Transition office of the Instructional Services Department along with the English/ESL, Guidance/Career and College Departments are dedicated to helping these students in the following areas:

- **Resume Writing**: Students will apply English language skills to create a personal resume in order to construct a professional image of themselves and provide a potential employer with a sample of their written communication skills.
- **Working papers application**: Students will apply self-advocacy skills to gather the necessary documentation to complete the application in order to obtain age-appropriate working papers.
- **Job applications**: Students will apply English language skills in order to read a job application and complete the application appropriately, completely and effectively in order to gain competitive employment.
- **Job interviewing techniques**: Students will apply English language skills in oral communication to become familiar and comfortable in a job interview situation in order to obtain employment
- **College Applications**: Students will apply written language skills in order to complete college applications and develop college essays for the post-secondary admissions process.
- **Scholastic Aptitude Test (PSAT) and(SAT)**: Students will apply English language skills to prepare for and take the SAT's in order to gain admission to post-secondary placement.
- **Self-advocacy skills**: Students will apply English language skills in order to complete a variety of city, state and federal applications in order to promote self-advocacy at exit level and independent living. These applications for services include but are not limited to : Vocational and Educational Services for Individuals with Disabilities (VESID), Medicare/Medicaid benefits, Social Security benefits, Placement and Referral Services, Military options and the Armed Services Vocational Aptitude Battery Exam (ASVAB).

V. Professional Development and Support for School Staff

We have three licensed ESL teachers, two bilingual Spanish licensed Content Areas Teachers, one Math and one Science. The remaining content area teachers are unlicensed in ESL, but are fully licensed in their content area. A bilingual paraprofessional works directly with the content area teachers.

Teachers who are not ESL licensed have been made aware by their immediate supervisor that they need to complete 7.5 hours of Professional Development. The Assistant Principal of English/ESL facilitates and forwards all related Professional Development opportunities to the cabinet, who then forwards to the teachers of ELLs.

Teachers of ELLs participate in on going ESL, in house, professional development with the duly licensed Assistant English/ESL, and ESL Coordinator. We meet monthly. The Professional Development plan evolves based on teacher survey, recommendations, and mandates. Topics selected this year are: Mandated 7 ½ hours of Professional Development: José P, LEP Identification Process, ESL and ELA State Standards: Performance Indicators, New ELL Periodic Assessment: Accessing Pearsoninform, Daedalus; New data management system, ELL Periodic Assessment; Window 2; Use of data to drive instruction, NYSESLAT, Vocabulary Across the Content Areas, Language Allocation Policy, and Sharing of Best Practices. This year we will also give a Certificate of Participation, signed by the Principal, upon the completion of the mandated hours.

In addition, Professional Development Workshops are offered from ICI and other outside sources. The ICI also offers professional development, including QTEL training. Two ELL Content in Aviation Technology teachers have been previously trained in QTEL. Our Special Education ESL teacher recently completed 5 hours of Professional Development and received his Certificate of Participation from the NYSED Office of Bilingual Education and Foreign Language Studies and the NYC Network of NYS BETAC for having participated in the NYSED/OBE Teacher Institute with Dr. Robert Marzano at Fordham University.

Parental Involvement:

At the center of parental involvement at Aviation High School is the Parents Association. This is a group of parents of present Aviation High School students who support and sponsor workshops and activities used to keep parents informed and involved. The Parents Association schedule and organize monthly meetings. The meetings are scheduled in the evenings to make it convenient for parents to attend. A calendar of these meetings is put together over the summer and then distributed at Freshman Orientation. Shortly after a mass mailing is used to distribute this calendar to all parents and guardians. The Aviation High School Parents Association generously provides parents with a light dinner at each meeting. A reminder of these meetings in the form of a post card is distributed to parents at our well attended Parent Teacher conferences in October and March. Parents also receive emails reminding them of these meetings and informing them of the topic that will be covered at each meeting. Every month topics are chosen carefully to address the needs of parents and students. For example, the initial meeting of the year is attended by the principal, assistant principal of guidance, assistant

principal of technology and parent coordinator. This meeting is very popular with our new parents and we dedicated this meeting to introducing our unique shop curriculum to them. In December we have financial aid night. We use our December meeting to inform parents of college bound students about financial aid because the financial aid process should be initiated in January. This meeting is done in English and Spanish. Spanish speaking staff is available at every meeting.

Announcements and updates are also posted on the school's website at www.aviationhs.net. Parents are encouraged regularly to visit this site for up to date information. Parents receive a flyer during freshman orientation with the website address and are reminded via emails and during well attended events such as Parent/teacher conferences and monthly Parents Association Meetings to log on to the website for updates and announcements.

Through our website, parents are encouraged to sign up for Parent Email alerts. Upon registration, parents provide their email address which is then added to a contact list. Parents receive emails regularly informing them of upcoming events such as meetings, conferences, report card distribution etc...

Through these regular emails, we ask parents to make suggestions for future meetings. We also encourage parents to feel free to share their ideas and ask questions.

In the past we have partnered with several Community based organizations who have sponsored workshops and events. For example The Hispanic Scholarship Fund has organized their Steps for Success program at Aviation High School. This is an all day event held on a Saturday that educates parents and students on the college application process. The Hispanic Scholarship fund partners with colleges, the Princeton Review and other organizations and companies to provide these presentations and also provide students and parents with materials that will assist them in this process. Breakfast and lunch was also provided.

Another activity that is popular with Aviation High School parents/guardians is the annual trip to the Annex. Invitation to this event is sent out in April. The invitation is in English and Spanish. Every year in the month of May, the Parents Association organizes a trip to our annex location at John F. Kennedy Airport. The Parents Association provides transportation to and from the Annex. The trip includes a presentation by our annex students and a visit to our 727 jet.

- The Principal facilitates a school wide freshman orientation day in August to ensure that all parents and students are knowledgeable of all our programs and to assure equal access to all.
- The Assistant Principal of English/ESL works with the APG, Parent Coordinator and ESL Coordinator to ensure that letters to parents are translated in the home languages.
- The Assistant Principal of English/ESL works with the APG, Parent Coordinator and ESL Coordinator to facilitate New Admit Parent Orientations in August and on-going as necessary.
- Our Aviationhs.net web site is being updated to include letters to parents in the home languages.
- We have added Daedalus, a data management system, which gives all parents access, in the native language, to their child's grades, transcript and attendance data.
- The College and Career Advisor facilitates a variety of workshops after school for parents who are speakers of Spanish.

VI.- Language Allocation Program Descriptions

SUBJECT AREAS

Mathematics

A number of programming, instructional and supportive strategies are currently in place, and these should be continued.

Programming Implications

ELLs are placed into mathematics classes based on their mathematics ability. Within each course, students are programmed into the same section. Depending on student registration in each course and within budgetary constraints, a bilingual teacher and/or bilingual paraprofessional is assigned to classes containing ELLs. In addition, in courses where the number of ELLs does not warrant a content area class, the ELLs are clearly identified for the teacher of a mixed ELL/EP class. ELLs who fail Regents exams are encouraged, as are EP students, to re-take these tests to raise their grades to fulfill diploma and Advanced Regents Diploma requirements.. Tutoring is available each lunch period. ELLs are also encouraged to take more than the minimum mathematics required for graduation, and to participate in all department programs according to their mathematical ability.

Within budgetary constraints, a bilingual paraprofessional is assigned to classes with ELLs, using a variation of the "push in" model. All general education and special education ELLs are taught by licensed teachers credentialed in mathematics to ensure

students receive the proper preparation for standardized tests and the necessary credits for graduation. When possible, ELL teachers have proficiency in a second language, in addition to English.

Instructional Implications

All ELLs receive instruction aligned with the NYS standard for Mathematics. Teachers use the same text and resource materials for ELL and EP classes and students and have the same high expectations for ELL students as for EP students. .

Mathematics teachers incorporate content and context vocabulary development as part of their lessons. Word walls or individual student vocabulary lists are developed. ELLs are encouraged to use bilingual glossaries found in some department texts, and to use supplementary glossaries, electronic calculators or other materials. A greater emphasis in acquisition of English language mathematics vocabulary is needed in classes with ELLs. In classes with a bilingual teacher or paraprofessional, instruction may take place in both languages depending on the students' proficiency in English. While student conversations in small group activities may also take place in the students' language of preference, ELLs are also encouraged to share their mathematical thinking in both languages.

When appropriate, ELL and EP students in mathematics classes will engage in hands-on learning. They should use calculators and other manipulative devices, and will be encouraged to utilize translated versions of exams, when available.. Mathematics teachers encourage students to share their observations, strategies, and solutions in small groups and large group discussions. ELL and EP students will be encouraged to record observations, algorithms, definitions, and strategies in their own words. ELLs will have the opportunity to clarify key lesson concepts with a bilingual teacher, paraprofessional, or peer in addition to using texts or other print materials.

Developing problem solving skills is an integral part of mathematics courses. The emphasis should be on reading and analyzing problems for content, vocabulary, and mathematics information. Whenever possible, mathematical content will be introduced and developed in real-world contexts.

The ISS students are performing below grade level. These students have been able to pass the RCT with supplementary services such as tutoring and alternate paraprofessional intervention. In addition, this year 75% of self-contained mathematics classes will be taught by content specialists.

Other Support Implications

ELLs are provided test modifications as mandated by the NYSED. They receive additional time on Regents Examinations and class tests, as needed. They have access to Regents Examinations in English and their native language, as available. Appropriate bilingual glossaries are available for class tests and Regents Examinations in mathematics.

ELLs progress in mastering mathematics content and skills is monitored throughout the year and during the students' high school career. Decisions regarding ELLs course placement decisions are based on mathematical skill.

Within budgetary constraints, tutoring before and after school and during lunch periods will be available to provide additional small-group/individual support.

Science

Programming Implications

9th year students take Earth Science. 10th year take Living Environment. 11th year take Chemistry/Astro Biology/Astronomy.

Instructional Implications

In assessing our beginning ELLs the science instructors have found that as a whole the students grasp material very slowly. They consequently have developed a program that incorporates the use of cutting edge technology and interactive presentations. We have found that the use of repetitive practice drills have been extremely effective as witnessed by improved standardized test scores for these learners. In addition, students are instructed on how to develop their own worksheets, puzzles, etc.

In assessing our intermediate ELLs the science instructors have found that the aforementioned strategies are very useful. In addition to these instructional strategies extensive work in phonetics and vocabulary development is employed. The overall consensus is that our intermediate ELL students have a better acquisition of material.

For our advanced ELLs material acquisition continues to improve. Science classes continue to employ all aforementioned strategies. Included among these strategies is the use of content specific translation work as well as extensive usage of the dictionary. We are being proactive in the use of electronic dictionaries.

ISS students are assisted in language development through the use of bi-lingual paraprofessionals and content area instructors. Daily lessons include listening, speaking, reading and writing activities. ISS students have passed the Science RCT through the help of tutoring as supplemental aids.

Social Studies

Programming Implications

ESL content area classes follow the Social Studies state curriculum.

Instructional implications

ESL Content Area instructors modify instruction to meet the needs of ELLs in a variety of scaffolding strategies including modeling and visualization. Instructors are well aware that there are many types of learning. Differentiated instruction and cooperative learning activities will be infused into classroom instruction. The Social Studies Department articulates with the ELL Coordinator in best ESL strategies. By assessing and discussing their needs, there is continued modification of curriculum and instruction so that ELLs can pass their statewide assessments. The bilingual paraprofessional in the classroom works with the instructor to support their needs. Opportunities will be created for common planning time. Extended time is utilized. Instructors incorporate extensive social studies terminology and vocabulary. ELL students will be given packets of Regents level material so that their ELL teachers can improve their writing skills. Classes will create interim goals to further identify needs of ELL students and create strategies to meet those needs.

Other Supportive Implications

The following suggestions are made to increase the academic success of ELLs in their social studies content area classes.

It is imperative that our social studies teachers be given continuous staff development concerning the different teaching techniques that must be used to modify the delivery of instruction for ELLs.

Joint professional development is held between the social studies and ELL departments. As a result of this articulation, a frank discussion can be held on the needs of ELLs. A team effort will be made so that new textbook purchases will reflect the ever changing needs of our present and incoming ELL population.

It is quite possible for our ELLs to visualize the social studies core curriculum. A committee will meet and determine in the scope and sequence where we can even further modify the delivery of instruction to meet the needs of our ELL population in their social studies classes.

Teachers will monitor the academic progression and attendance of ELL students in their social studies classes.

ESL/ENGLISH

Programming Implications

As discussed earlier in this LAP, students are programmed according to LAB-R, NYSESLAT score and grade level. All ELLs are taught by licensed English and licensed ESL instructors. Our ESL classes are self-contained. ESL classes parallel state curriculum. For example, 11th year ELLs are programmed for an American Literature/ELA Regents Preparation class. We differentiated instruction in order to ensure success by using a wide range of strategies and techniques based on individual need.

Instructional Implications

Our instruction is data driven by a variety of means including state standards, state curriculum, city/state mandates, state assessments, Acuity Regents and Preregents Predictive, informal assessment and the expertise of the instructors and the learning styles of our ELLs. A bilingual paraprofessional is assigned to our L1 & L2 classes. The instructors follow a parallel curriculum as indicated, ELA and ESL Standards, and are modified to meet the needs of our ELLs. Works of literature, non-fiction and documents are selected based upon the language proficiency of our ELLs. We utilized the balanced literacy approach: reading, writing, listening and speaking, including collaborative learning. Students with a higher level of English proficiency often work collaboratively with those less proficient. We use a variety of ESL methodologies and strategies including, but not limited to, scaffolding strategies such as modeling and bridging. Instruction is differentiated to ensure success in 21st Century skills: collaborative learning to ensure active student engagement: listening, note taking, outlining, reading, quoting, paraphrasing, writing, responding to literature: including literary elements such as theme and poetic/literary devices, literature based projects to incorporate academic discourse. There is an extensive vocabulary instruction through a thematic approach using a variety of strategies including, but not limited to, technology, research, visual aids, and semantic mapping.

TECHNIQUES/METHODOLOGY FOR ELL IN ESL

- Project based learning
- Thematic Units
- Think Pair Share/group work/collaborative learning
- Peer assessment
- Role playing
- Dramatic interpretations
- Power Point Presentations
- How to analyze Acuity Data to create student centered/created goals.

In preparing our students for state assessments, the State Rubrics for the modalities are familiar to ELLs such as: ELA Regents Rubrics, covering meaning, development, organization, language use and conventions of standard English. Students are given extended time and are able to use bilingual dictionaries.

ISS students are encouraged to use subject related vocabulary and terminology to express their comprehension by using listening, speaking, reading and writing activities.

Other Support Implications

Title III services are offered before school to help our students prepare for NYSESLAT. After school programs are also available across the content areas. More funding is necessary for replenishment of books and to select new titles.

The team effort of the AP English/ESL, ELL Coordinator, ESL instructors, the paraprofessional and guidance is invaluable. On going professional development should continue.

Instructional Support Services for Special Education ESL

English as a second language for Special education students are provided with differentiated instruction with challenging strategies aimed to increase their learning potential. Students enrolled within this program are motivated to engage with visual learning, manipulative activities- hands-on tasks. To facilitate ELLs with the reading component, the Special Education Department utilizes listening centers to be used with books on CDs. Students on a daily basis are engaged with reading comprehension, vocabulary, writing, listening and speaking. To facilitate learning, students are motivated to achieve learning through collaborative learning, grouping, sharing and responding to each other's work.

To enhance real world computer skills, students are provided with individual laptops. Students write their daily writing task including vocabulary. Students are developing technical skills infused with their English learning by being actively engaged in their learning. Students are exposed by power point lessons. Students process learning based on their needs.

A variety of assessments are used to drive instruction including formal and informal assessment.

Aviation Technology

Programming Implications

The Aviation Maintenance Technology Department meets the need of the English language Learner at every level by providing every student enrolled in the program with challenging and comprehensive Aviation Maintenance training, leading to Airframe and Powerplant certification as technicians. Our training is designed with the English learner in mind. It allows every English learner to meet the goals of language and technical proficiency requirements set forth by the state and the Federal Aviation Administration. This preparation motivates students to rise to the challenge of pursuing their dream of becoming language proficient and technologically advanced in the aviation and aerospace industry.

Instructional Implications

The success of our ELL program is possible through the coordinated efforts of a very supportive content area staff, the development and implementation of a balanced curriculum that supports English as a second language and by creating a learning environment that is conducive to learning and social growth.

When entering Aviation High School as freshmen, beginning English language learners are introduced to an exploratory aviation maintenance environment. Here the goal is to expose the students to aviation fundamentals, basic tools, career introduction and technical drawing. This beginning is supported by a strong foundation in aeronautical terms and practices in order for them to

build the necessary aviation vocabulary in English, and best express their understanding of instruction in the content area. This is accomplished through speaking, listening, reading and writing activities.

Students classified as intermediate level English language learners are challenged to excel and to meet the demands of the Federal Aviation Administration by engaging in technologically and academically demanding training in the various aviation maintenance shops throughout the school. The instructors, along with a paraprofessional, provide students with language enrichment through translation and a continuous emphasis on technical familiarization and career research. Intermediate level learners spend a significant amount of time in content area shops learning about career development, occupational studies and the aerospace industry. At this level, students are mainly assisted in language development through the instructor, who utilizes modeling; eliciting, probing, restating, clarifying, questioning and praising in order to help them meet the demands of the FAA program and to motivate them to succeed in the content area.

A goal for the Advanced English learners is to participate in the more advanced Aviation Maintenance Technology program. Here they perform to higher level of expectations and meet the rigorous demands of the aviation career development program. This challenge is highly contextualized in an English environment with a bilingual paraprofessional for support. They are provided with instruction that develops cognition, as well as challenging processing concepts activities. Individualized instruction is given to students of the ELL population in need of extra help. Tutoring is also offered to all Aviation Maintenance Technology ELL students. Various techniques and activities are utilized to help the ELL student, such as: jigsaw projects, vocabulary review jigsaws, double entry journals, round robin activities, and various other learning strategies. Here they must demonstrate proficiency in English as required by the Federal Aviation Administration and the industry. A goal that is set forth is the proficiency and total understanding that is required in order to think in a higher order, troubleshoot, read schematic, and analyze complex systems and circuits. Proficiency and total understanding is required in order to think in a higher order, troubleshoot, read schematic and analyze complex systems and circuits.

All of these skills are necessary to best prepare the students for the oral and practical exam, which they must pass to certify as technician. Advanced students are also provided with the opportunity to peruse internships in the different aerospace industries with whom we have a partnership with. This is the final phase before they become fully qualified as aircraft technician and move onto higher education or the aerospace industry.

Principal's Signature

date

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9-12 LANGUAGE ALLOCATION POLICY
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District 24	School Aviation High School
Principal Deno Charalambous, I.A.	Assistant Principal Catherine Brossmer
Coach - Department APs= The Cabinet	Coach Phryne Iacovou, ESL
ESL Teacher Phryne Iacovou	Guidance Counselor Ralph Santiago
Teacher/Subject Area Evelyn Tavarez Aviation	Parent Rachel Camacho
Teacher/Subject Area Antoinio Pepenella Aviation	Parent Coordinator Diva Morillo
Related Service Provider Monica Ortiz	SAF type here
Network Leader Gerard Beirne	Other Rosemary Olivo, SS

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	2	Number of Certified NLA/FL Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without EST/Bilingual Certification	4

C. School Demographics

Total Number of Students in School	2123	Total Number of ELLs	55	ELLs as Share of Total Student Population (%)	2.59%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>					0
Dual Language <small>(50%:50%)</small>					0
Freestanding ESL					
Self-Contained	1	2	1	1	5
Push-In/Pull-Out					0
Total	1	2	1	1	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	12

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	25	0	3	18	0	1	12	0	6	55
Total	25	0	3	18	0	1	12	0	6	55

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0

Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	0	0	0	0	0

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
TOTAL	0									

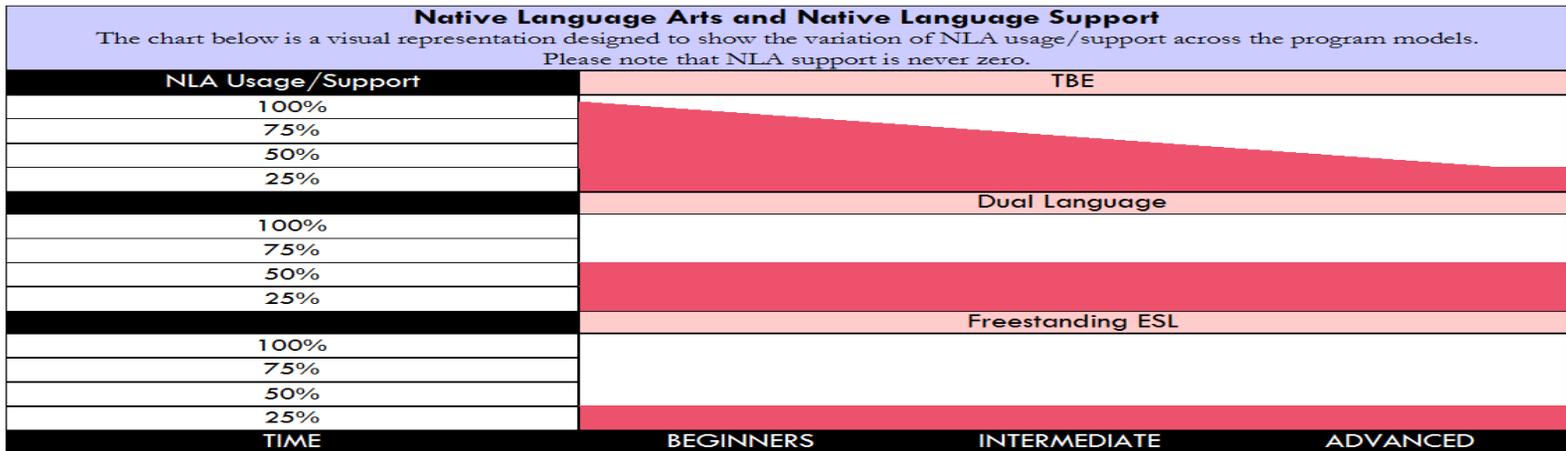
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	18	11	4	3	36
Chinese	2	2		1	5
Russian					0
Bengali	2		1	1	4
Urdu	1				1
Arabic	1				1
Haitian Creole				1	1
French					0
Korean					0
Punjabi	1				1
Polish					0
Albanian		1			1
Other	2	2	1		5

Programming and Scheduling Information					
TOTAL	27	16	6	6	55

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to, ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)**

	9	10	11	12	TOTAL
Beginner(B)	2				2
Intermediate(I)	12	11	3	3	29
Advanced (A)	13	5	3	3	24
Total Tested	27	16	6	6	55

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	2			
	I	10	7	3	3
	A	14	11	3	3
READING/WRITING	B	2			
	I	11	12	3	3
	A	13	4	3	3

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A				
Math B				
Integrated Algebra	20	2	12	1
Integrated Geometry				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	6	1	6	1
US History and Government				
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				
Other				
Other				

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%

Chinese Reading Test	%	%
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B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. 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?
5. Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Catherine Brossmer	Assistant Principal		
Diva Morillo	Parent Coordinator		
Phryne Iacovou/ESL Coordinator	ESL Teacher		
Rachel Camacho	Parent		
Evelyn Taveres/Aviation Tech Maintenance	Teacher/Subject Area		
Antonio Peppenella/Aviation Maintenance	Teacher/Subject Area		
Sharon Hoosak/ Math AP	Coach		
Joyce Seiden/ Social Studies/Security AP	Coach		
Ralph Santiago, APG	Guidance Counselor		
	School Achievement Facilitator		
Gerard Beirne	Network Leader		
Monica Ortiz/ Special Education AP	Other		
Patrick Browne/Data Specialist/Program	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9-12 **Number of Students to be Served:** 55 LEP _____ Non-LEP

Number of Teachers 6 **Other Staff (Specify)** 0

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Our Language Allocation Policy drives our instructional program for grades 9-12. The Title III program will provide ELLs with supplemental instruction through our before and after school program. The before and after school tutoring programs will service our ELL population depending on student areas of need as indicated by state standardized tests, data driven assessment, teacher recommendation and parental choice. Six teachers in ESL and in the content areas including aviation technology will run one weekly tutoring session for 46 minutes for 30 weeks running from October to June excluding holidays and vacations.. The focus of our ELL supplemental programs will be to provide supplemental instruction in small groups to support the development of critical reading, writing, thinking, speaking and listening skills across the content areas to meet state standards, FAA mandates, ICI initiatives and the school's mission. The teachers will use researched based strategies to focus on critical reading, writing, speaking and listening skills necessary for success on the Regents, Periodic Predictive Assessments and the NYSESLAT exam and on enhancing literacy through supplemental instruction. Content area supplemental instruction will focus content specific critical learning skills including aviation technology. Teachers will provide student centered learning and implement such strategies as cooperative learning, aural-oral approach, CALLA approach, SIOP approach, journal writing, thematic-communicative approach, as well as a project based, hands on approach in technology and tutoring on demand. We will purchase materials and general supplies for all Title III programs including books such as the bilingual dictionaries, chart paper, markers, and NYESLAT tutoring guides to help our students become more proficient in the English language and meet the city and state mandates. Evidence of our success will be standards based, data driven

assessments by state standardized exams including the regents, NYSEASLAT, reading and math assessments, on going class assessment, report card grades and scholarship report.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development focuses on providing ESL and ESL Content Areas teachers with differentiated instruction strategies for teaching the English Language Learner. Its’ primary function is two fold: to provide ESL and ESL Content Areas teacher with English language learners research based pedagogical strategies to best meet the needs of our ELLs, to prepare ELLs to meet and exceed NYC, NYS and FAA performance standards and to be successful on all State Assessments examinations through data driven instruction. The FAA exams for certification for Airframe and Power Plant licenses are only given in English so our ELL students must master English skills to be successful and they do. Professional development after school will focus on: types of supportive services, differentiated instruction, development of strategies to be successful on assessment and instructional strategies to enhance student’s skills for success. In addition to our ongoing professional development after school, the Assistant Principal English/ESL will conduct ongoing professional development during the contractually mandated professional development to share best practices and instructional strategies to meet the needs of ELLs. Six teachers working in this program will receive professional development for three sessions during the months of October – March. ESL Content area teachers will receive professional development as required by mandates through in house professional development and/or other sources such as QTEL.

Topics that will be addressed during these three professional development sessions are as follows:

1. ELL toolkit. ELL standards and Research based English Language Learners strategies: ESL practices, interim goal setting and differentiated instructional strategies (CALLA model, Balanced Literacy Model, Scaffolding, West Ed, QTEL, Walqui Model and TPR Model) that best meet the needs of the ESL and ESL Content Area class.
2. Instructional strategies needed to prepare ELLs to meet the city and state standards to gain a clear understanding of the on-going standardized assessments, NYSESLAT exam. (CALLA Model)
3. Instructional strategies needed to meet the needs of ELLs in passing the ELA and Content Area Regents. (Language Development CALPS) and sharing best practices.

Form TIII – A (1)(b)

School: Aviation High School **BEDS Code:** 34200011610

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) 1. Per session 2. Per diem	\$3,000	Before and after school tutoring program. Six teachers - \$2,519 (\$481.00 for fringe benefits).
Purchased services o High quality staff and curriculum development contracts.	0	
Supplies and materials o Must be supplemental. o Additional curricula, instructional materials. o Must be clearly listed.	0	
Educational Software (Object Code 199)	0	
Travel		
Other	\$2,000	
TOTAL	\$5,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.
 - a. ATS Report – identifies all home languages.
 - b. Home language surveys used to identify incoming new admits.
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.
 - a. The major translation and oral interpretation needs are two fold: one on one parent conferencing and written communication to parents in all subjects/guidance areas/attendance.
 - b. Our Parent Coordinator is our spokesperson to the community of parents.

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.
 - a. Oral interpretation services are determined by the Assistant Principals, ISS Coordinator, Guidance, Parent Coordinator, and attendance staff.
 - b. We provide in house translation in Chinese, Spanish, Polish, and Russian by in house staff.
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.
 - a. Determine the community of languages of the student population through ATS and through the Home Language Surveys completed by new admits to the NYC Public School system.

- b. Make this list available to all administrators, supervisors, coordinators, and the Parent Coordinator.
 - c. School based assessment of languages.
 - d. Determine languages that can be translated or interpreted in house by in house staff.
 - e. Determine languages that can only be translated or interpreted through the Translation and Interpretation Unit located in Long Island City. The school will be incorporating Daedalus into its parent outreach. Daedalus incorporates a translation component in its written communication.
 - f. Create a timeline of written communications to parents to offer enough time for timely translation.
 - g. Follow procedures outlined in the Translation and Interpretation Unit website to meet the translation and interpretation requirements.
 - h. Maintain copies of all written communication in the required languages.
 - i. Oral Interpretation will be provided by in-house staff in Spanish, Bengali, Polish, Chinese, and Romanian. Languages outside of these areas will be provided by an outside contractor (DOE).
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>.
- a. The required DOE translation postings will be placed at strategic locations.
 - b. The Parent Coordinator will serve as the point of contact for translation services.
 - c. Translation service opportunities will be advertised on the schools website – www.avaition.net.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$1,013,827	\$146,119	\$1,159,946
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$10,129		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,461	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$50,895		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$7,303	
6. Enter the anticipated 10% set-aside for Professional Development:	\$101,383		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$14,612	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Aviation High School has 100% highly qualified teachers.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Aviation High School agrees to implement the following statutory requirements:

A Parental Policy will be developed with the Parent Association and School Leadership Team in accordance with Title I requirements and will be disseminated to all parents. The policy will include:

- Parental Involvement procedure and policy.
- Opportunities for involvement of ESL parents, parents with disabilities and parents with other extenuating circumstances.
- A process for input of funding and expenditures as required by Title I.
- Defining the school’s responsibilities and obligations.
- Defining parental responsibilities and obligations.
- Defining student responsibilities and obligations.
- Parent resources and information.

Aviation High School will implement the Parental Policy Component:

- Through the SLT as a primary constituency for Parent Voice.
- Through the PA as a primary constituency for Parent Voice.
- Through the Pupil Personnel Office as the primary resource for Parents.
- Through the Parent Coordinator as the primary Parent Advocate.
- Through the use of translation services as a means to ensure communication with all parents.

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Parents Association and the School Leadership Team. This policy was adopted by the Aviation High on April 12, 2007 and will be in effect for the period of 2009-2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 8, 2009.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-2010 Title I Parent Involvement Guidelines available on the NYCDOE website.

Aviation High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

School Responsibilities:

Aviation High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Provide full academic Regents and FAA core curriculum classes.
 - Provide makeup opportunities for both through PM and Summer School Academies.
 - Provide guidance support services to direct students to the appropriate courses to meet graduation requirements.

- Maintain and collect student performance data and adjust curriculum as required.
 - Provide appropriate supports for special population such as ELL and ISS.
 - Establish data inquiry team to monitor curriculum effectiveness and student progress.
 - Conduct staff development to improve instruction and implement new trends in education.
2. Hold parent-teacher conferences and ongoing workshops during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - In the Fall and Spring semesters and evening sessions with guidance counselors.
 - Throughout the year at Parents Association and School Leadership Team meetings to train parents on the use of Aviation High School grade and attendance data systems, such as Daedalus, ARIS and the school website (eChalk).
 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Report cards
 - Promotion in Doubt letters
 - Attendance letters
 - Teacher/Guidance Counselor letters
 - Daily Automated Phone Calls to Inform Parents/Guardians of Their Child's Absence
 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Semi-annual Parent/Teacher Conferences
 - Pre-arranged conferences
 - General Open Door Policy in Pupil Personnel Services
 5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 6. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend through Parents Association meetings and School Leadership Team meetings.

8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to suggestions approved by the School Leadership Team.
11. Provide to each parent an individual student report about the performance of their child on the State assessment (Regents Exams). Scores will be available on the student's transcript. Transcripts will be issued annually.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Making sure that homework is completed.
- Monitoring attendance.
- Make sure my child is ready and prepared to come to school everyday.
- Make sure my child is dressed appropriately for school.
- Monitoring amount of television, computer, and video game activity on a daily basis.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do homework every day and asking for help when needed.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Develop good study habits and practices to help achieve academic success.
- Attend school and be punctual on a daily basis.
- Organize and plan my day to meet school goals and fulfill my obligations at home.
- Follow all Department of Education and Aviation High School Code of Discipline
- Treat other students, teachers and my parents with respect
- Report any serious infractions to the appropriate school authority.
- Maintain a clean, safe and orderly environment free of graffiti and litter.
- Participate in extracurricular activities to have a well balanced school experience.
- Take advantage of every opportunity when necessary in tutoring and course make up such as extended day program or summer school.
- Maintain the standards expected by the FAA and the aviation industry as a whole.
- Refrain from plagiarizing and cheating.

SIGNATURES:

AVIATION HIGH SCHOOL
SCHOOL

PARENT(S)

STUDENT

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Aviation High School's needs assessment is as follows:

- a) A review of the 2008-2009 Regents Cohort report indicates that a small percentage of our students scored between 55 and 64 on the ELA and Math Regents exams. These students may be in danger of not meeting the phase Regents passing requirements.
- b) Evaluation of student performance indicates that instructional technology is needed to address various learning modalities of student learning as well as provide teachers with greater access to instructional data to improve pedagogical practices.

- c) A review of Math and Science Regents statistics indicates that we must provide additional intervention services to ensure that all students meet or exceed Regents competency standards.
- d) A review of the student performance indicates a need to address the lowest third of the student population in order to close the achievement gap between lower and higher achieving students.
- e) Further support and intervention is needed to increase the number of ISS attaining Regents diplomas.
- f) Enhanced instructional programs are needed to ensure that our ELL population meet and exceed ELA state standards.
- g) The FAA has revised Airframe and Powerplant examinations to reflect greater in-depth core technical knowledge competencies for FAA certification and State CTE endorsement. Further support services, such as after school programs, are needed to help poor performing students meet FAA and State standards.
- h) Further support is needed to ensure that students all meet and exceed State and Federal fitness, health, food and nutrition standards.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

All classes for at risk youngsters will be taught by licensed area teachers

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Staff development will be provided at:

- a) Department conferences.
- b) The School Leadership Team.
- c) Faculty Training Conferences.
- d) Region Sponsored Staff Development for AP's.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - a) Recruit at DOE sponsored Job Fairs.
 - b) Recruit at airport for FAA licensed staff.
 - c) Canvass our best and brightest students for the SVA Program.
 - d) Continue to recruit teachers throughout the NYC Teaching Fellows Program.
 - e) Continue to support college interns for academic and guidance positions.
6. Strategies to increase parental involvement through means such as family literacy services.
 - a) PA meetings and workshops.
 - b) Mass mailings and advertisement.
 - c) Parent Engagement activities on Open School Night.
 - d) PA newsletter and Parent Coordinator outreach.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **N/A**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - a) The School Leadership Team.
 - b) Staff Development.
 - c) UFT Collaboration.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - a) Periodic review of Cohort Stats, School Report Card and the Scholarship Report.
 - b) AIT meets on ongoing basis to review student progress.
 - c) Assigned counselor or grade advisor.
 - d) Teacher and guidance counselor evaluations.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- a) Peer Meditation.
- b) FAA Maintenance Technology Program.
- c) SPARK.
- d) 21st Century Grant and the Leadership Program.
- e) College Now.
- f) Articulation with Stony Brook University for Pre-Engineering and Robotics.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ “In Good Standing” **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Assistant Principal of English conducts formal and informal observations that ensure the alignment of the curriculum to New York State standards. We also have grade level committees that modify course outlines in direct correlation to state standards. Periodic assessment is analyzed by each teacher to identify skills not mastered. Project based learning is incorporated into the curriculum that addresses all four critical skills – reading, writing, speaking, listening. Teachers have great input in the text and materials chosen.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Quality Review
- Progress Report (receiving extra credit for ELL student achievement)
- NYS English Regents results
- Observation reports that reflect active student engagement
- Course outlines
- Department conference and professional development minutes

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Mathematics Department set up study groups to integrate the Integrated Algebra and Geometry curriculums and is preparing to do the same for Intermediate Algebra and Trigonometry.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- Quality Review
- Progress Report
- NYS Mathematics Regents results
- Observation reports that reflect active student engagement
- Department conference and professional development minutes

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Assistant Principal of English conducts formal and informal observations that ensure the alignment of the curriculum to New York State standards. We also have grade level committees that modify course outlines in direct correlation to state standards. Periodic assessment is analyzed by each teacher to identify skills not mastered. Project based learning is incorporated into the curriculum that addresses all four critical skills – reading, writing, speaking, listening. Teachers have great input in the text and materials chosen.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Quality Review
- Progress Report (receiving extra credit for ELL student achievement)
- NYS English Regents results
- Observation reports that reflect active student engagement
- Course outlines
- Department conference and professional development minutes

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key

mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Assistant Principal of Mathematics frequently observes teachers and has noted that in all Math classes there is a high level of student engagement. This is further supported by the Quality Review. We had a department conference to discuss this key finding and we found that it does not apply to the Mathematics Department.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Observation reports
- Quality Review
- Department conference minutes

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school has a very low teacher turnover.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- New York State AOR
- BEDS survey

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- New York State AOR
- BEDS survey

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Assistant Principals disseminate professional development opportunities sponsored by the DOE and ICI to all ESL teachers and ESL content area teachers. We have had teachers trained in QTEL. The Assistant Principal invites the cabinet, parent coordinator, guidance counselors, ESL and ESL content area teachers and other supportive staff to be on the LAP team. The LAP team meets yearly to review and update the LAP.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- LAP document
- Professional development minutes
- ESL coordinator and ESL content area teachers attend outside professional development offered by the ICI

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

NYSESLAT reports by proficiency level are distributed to all assistant principals, teachers and guidance counselors of ELLs at the start of the school year. All teachers of ELL students have access to student histories. The Assistant Principal and ESL coordinator monitor testing data and academic progress every marking period.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- NYSESLAT results
- Progress Report (which reflects extra credit earned for ELL students)
- Cohort data
- Graduation results

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This finding is especially true for general education teachers based upon Principal, Special Education Assistant Principal, content Assistant Principal observation of classes containing IEP students and teacher input.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Current IEP documents specify testing accommodations to be implemented in the classroom, as well as in state exams.
- January and June RCT and Regents lists show how we cluster students according to their IEP accommodation.

- Extended time-time and a half-double time.
- Read/re-read instructions aloud.
- Read/re-read instructions, questions and all possible answers.
- Continue to have teachers and administrators attend SSO professional development.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our IEP team which consists of the school psychologist, the social worker, the related service providers, the SETSS teacher, the grade advisor, the TLC, a mainstream teacher, a special education teacher and the Special Education, AP, will continue to work together to be as clear and specific as possible to write IEPs that reflect students' needs, their strengths and weaknesses, their learning environment accommodations, their learning modifications and their post-secondary aspirations.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Teacher lesson plans that reflect modifications as indicated in students with IEP.
- Supervisor monitors implementation of IEP mandates in the classroom as seen in teacher observation reports

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We have one student in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
 - Students are provided with additional guidance support services such as SPARK counseling, AIS services and parental outreach.
 - The school is in compliance with Chancellor's Regulations A-780.
 - For those students in temporary shelters additional outreach for academic scholarship and job skills are provided.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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