



**AVIATION HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 24Q610**

**ADDRESS: 45-30 36<sup>TH</sup> STREET, LONG ISLAND CITY, NY 11101**

**TELEPHONE: (718) 361-2032**

**FAX: (718) 472-2050**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....13**

**SECTION VI: ACTION PLAN.....14**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....22**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....23**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....26**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....48**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....50**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....61**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....62**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....63**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....65**

**SECTION I: SCHOOL INFORMATION PAGE**

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

**SCHOOL ADDRESS:** 45-30 36<sup>TH</sup> Street, Long Island City, NY 11101

**SCHOOL TELEPHONE:** (718) 361-2032 **FAX:** (718) 472-2050

**SCHOOL CONTACT PERSON:** Deno Charalambous **EMAIL ADDRESS:** dcharal@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Deno Charalambous

**PRINCIPAL:** Deno Charalambous

**UFT CHAPTER LEADER:** Kenneth Weinberg

**PARENTS' ASSOCIATION CO-PRESIDENT:** Teisha Borgia

**PARENTS' ASSOCIATION CO-PRESIDENT:** Wendy Featherstone

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Nicola Mohan

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 24 **CHILDREN FIRST NETWORK (CFN):** CFN 201

**NETWORK LEADER:** Gerald Beirne

**SUPERINTENDENT:** Juan Mendez

**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 member 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/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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	
Kenneth Weinberg	UFT Chapter Chairperson	
Teisha Borgia	Parents’ Association Co-President	
Wendy Featherstone	Parents’ Association Co-President	
Rachael Camacho	Parents’ Association Member	<b>All signatures are on file at the school.</b>
Lesley Figueroa	Parents’ Association Member	
Lelia Estrella	Parents’ Association Member	
Ralph Santiago	Assistant Principal Pupil Personnel Services	
Steven Jackson	Assistant Principal Organization	
Janine Aiello	Teacher Representative	
Johnathan Cubillos	Teacher Representative	
Nicola Mohan	Student Representative	
Matthew Gibson	Student Representative	
Janeth Villavicencio	Student Representative	
Diva Morillo	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Rhonda Wilson	DC 37 Representative, if applicable	

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

\* Core (mandatory) SLT members.

## **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.

---

Aviation High School provides all students with a high quality academic and technical education. Our state endorsed Career and Technical Educational (CTE) program provides students with a world class education. This unique curriculum prepares students for a New York State (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 where your dreams become a reality. 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 an entire city block and has seven instructional floors, complete with a full complement of various aviation maintenance shops and a hangar which houses nineteen aircraft. Aviation High School's Annex is located at JFK International Airport for 5<sup>th</sup> year senior Powerplant Honors students. All students at the Annex have internships at JFK International Airport in addition to their regular classes.

Our high quality educational program prepares 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 upwards of \$40,000 at a private institution. They learn how 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 and 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 four 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 (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Aviation High School				
<b>District:</b>	24	<b>DBN #:</b>	Q610	<b>School BEDS Code:</b>	34200011610

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					93.6	94.0	94.5		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					99.0	98.7	TBD		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					61.7	57.8	75.5		
Grade 8									
Grade 9	571	568	626	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	570	522	507	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	368	430	461		1	14	TBD		
Grade 12	471	454	502						
Ungraded	1	1	1	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1981	1975	2097		21	11	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	43	37	45						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	21	26	27	Principal Suspensions	71	70	TBD
Number all others	30	32	33	Superintendent Suspensions	9	2	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	1902	1995
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	67	39	63	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	1	8	17	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	123	123	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	39	37	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	TBD
	42	28	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	97.6	97.7	TBD
American Indian or Alaska Native	0.0	0.1	0.1	Percent more than two years teaching in this school	69.3	74.2	TBD
Black or African American	7.6	7.9	7.2	Percent more than five years teaching anywhere	60.6	63.3	TBD
Hispanic or Latino	59.8	57.9	57.6				
Asian or Native Hawaiian/Other Pacific Isl.	22.2	23.4	23.1	Percent Masters Degree or higher	80.0	79.0	TBD
White	10.4	10.0	9.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.1	96.1	TBD
Multi-racial	N/A	N/A	2.1				
<b>Male</b>	84.6	86.2	86.6				

DEMOGRAPHICS							
Female	15.4	13.8	13.4				

2009-10 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input checked="" type="radio"/> Title I Targeted Assistance		<input checked="" type="radio"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="radio"/> 2006-07	<input checked="" type="radio"/> 2007-08	<input checked="" type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level ( <input checked="" type="checkbox"/> )			Secondary Level ( <input checked="" type="checkbox"/> )			
	ELA:			ELA:	<input checked="" type="checkbox"/>		
	Math:			Math:	<input checked="" type="checkbox"/>		
	Science:			Grad. Rate:	<input checked="" type="checkbox"/>		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate**
All Students					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ethnicity							
American Indian or Alaska Native					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-
Black or African American					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-
Hispanic or Latino					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
Asian or Native Hawaiian/Other Pacific Islander				✓	✓	-
White				✓	✓	-
Multiracial				-	-	-
<b>Other Groups</b>						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				✓	✓	-
<b>Student groups making AYP in each subject</b>				6	6	1
<b>Key: AYP Status</b>						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></p>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	Well Developed
<b>Overall Score</b>	78.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	9.7	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	17.4	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	42.6	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	9	Quality Statement 5: Monitor and Revise	Proficient
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

## **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/Teacher 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 your school's 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 of over 80%.
- Continue to increase the number of students earning CTE endorsed diplomas.
- Excellent student attendance of over 90% over the past five years. The attendance rate for the 2009-2010 school year was 95%.
- Increased the high quality and productive partnerships with the Aviation industry to enrich and promote our unique program as seen in the four percent increase in the number of airline partners over the past ten years.
- Continue to expand our network of post-secondary programs granting college credit to our 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 eight years earning "Blue Star School" status.
- Our FIRST Robotics program has consistently won awards in the Regional FIRST competition over the past six years including the coveted Chairman's Award in 2007 and the Engineering Inspiration Award for 2006 and 2008.

### **Greatest Accomplishments**

- In 2008, 2009, 2010 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 was the only CTE high school on the Mayor’s Career and Technical Education Taskforce in the 2008-2009 school years.
- 12% of all aircraft maintenance technicians nation wide are graduates of Aviation High School.
- Four consecutive years of achieving an “A” rating on the NYC DOE Progress Report.
- Four 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, an “Outstanding” rating in the 2007-2008, and a “Well Developed” rating in 2009-2010 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 and 2009-2010 Quality Review.
- SMART Boards 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.
- The Annex has enabled us to meet the demands of training our students for the needs of the 21<sup>st</sup> 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 four 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**

- The DOE weighted Fair Student Funding (FSF) 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 affecting the school climate.
- Budget cutbacks in 2010-2011, coupled with the incorrect FSF formula, deny our students from taking AP courses, Calculus, and other college prep course.
- Academic Intervention Services need to be expanded for students falling behind grade level. Additional programs for services before, during and after school, as well Saturday courses and tutoring programs in every subject area, need to be increased to meet the needs of all AIS students.

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

---

### GOALS

**Goal 1:** The number of 10<sup>th</sup> year students earning ten or more credits will increase by 2% during the 2010-2011 school year.

**Goal 2:** In order to improve teacher effectiveness and teamwork the number of teacher inter-visitations will increase from 10% to 20% during the 2010-2011 school year.

**Goal 3:** The number of students qualifying for the Federal Aviation Administration (FAA) exam will increase by 2% during the 2010-2011 school year.

**Goal 4:** To increase the number of students passing Integrated Algebra by 1.5% during the 2010-2011 school year.

**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 2010-11 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, PLA, 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><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>GOAL 1: The number of 10<sup>th</sup> year students earning ten or more credits will increase by 2% during the 2010-2011 school year.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Principal will meet with assistant principals to review teacher and student performance and address areas of concern each marking period.</li> <li>• Teachers will meet each student individually to review progress and identify ways to remedy areas of concern.</li> <li>• Principal and administration will conduct daily visits to classes to ensure effective instruction is taking place.</li> <li>• Scholarship reports will be reviewed using ATS, STARS, ARIS and other data systems and all areas not meeting school targets will be addressed.</li> <li>• Professional Development (PD) sessions will be held during Chancellor Conference Days and monthly department meetings to help teachers improve achievement of At-Risk and low performing students.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Inquiry Teams in English, Math, Social Studies and Science will review student data and implementing Common Core State Standards.</li> <li>• AP Mathematics will work with algebra and geometry teachers on strategies to improve passing rates.</li> <li>• Title I and Title III funds will be used to provide after school tutoring for at-risk students.</li> <li>• Title I funds will be for after school and Saturday courses for credit recovery and at-risk services.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- STARS scholarship reports
- Federal Aviation Administration records
- In-house data systems and data analysis
- Ongoing formal and informal observations
- Ongoing meetings with teachers and assistant principals
- Weekly student meetings

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>GOAL 2: In order to improve teacher effectiveness and teamwork the number of teacher inter-visitations will increase from 10% to 20% during the 2010-2011 school year.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• The objective is to increase teacher collaboration and integrate departments. This will help teachers share best practices and learn from each other. The students will be the beneficiaries of improved instructional techniques, shared information, effective use of new technologies and rejuvenated staff members.</li> <li>• Professional Development will focus on the usefulness and benefits of teacher inter-visitations.</li> <li>• Teachers will be encouraged to observe pedagogy's outside of their own department.</li> <li>• Focus will be on implementation of Common Core State Standards (CCSS) in teacher classrooms.</li> <li>• Inter-visitations will allow less experienced staff members to observe and learn from master teachers.</li> <li>• Inter-visitations will allow teachers to see how their colleagues are using data, providing differentiated instruction and infusing technology into their classroom.</li> <li>• ISS teachers will visit subject-oriented classes in the mainstream as well as other subject-oriented ISS classes to promote and maintain parallel curriculum and share best practices.</li> <li>• ISS teachers will participate in the subject area PD to be aware of subject area strategies, goals and state standards.</li> <li>• Devise a support plan for Aviation Maintenance Technology teachers to periodically visit academic classes and teachers and share successful practices and/or strategies.</li> <li>• Continue to encourage collaboration between departments to create a strong Regents-bound/FAA integrated curriculum.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Assistant Principals will work with their teachers to schedule weekly inter-visitations.</li> <li>• Where necessary coverages will be paid to teachers when participating in intervisitations.</li> <li>• Principal will meet with teachers to discuss obstacles and challenges to evaluate teacher needs.</li> <li>• Assistant Principals and Principal will meet to evaluate the needs of the teachers.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Monthly meetings with teacher teams to review progress and plan next steps.
- Frequent observations of the visitation process.
- Discussions with team members on steps to improve the process in order to help teachers gain usable information from the process.
- Teacher Team minutes and notes on observation process and lessons learned.

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>GOAL 3: The number of students qualifying for the Federal Aviation Administration (FAA) exam will increase by 2% during the 2010-2011 school year.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>For 75 years Aviation High School’s mission has been to train students in Aviation Maintenance Technology and achieve Federal Aviation Administration certifications in Airframe and Powerplant. Increasing the number of students qualifying fulfills the mission of our school. This will be achieved according to the following action plan:</p> <ul style="list-style-type: none"> <li>• Incorporate peer tutoring sessions, after-school and Concurrent Options Programs.</li> <li>• Provide innovative instructional activities in all Aviation Maintenance classes.</li> <li>• Continue to encourage collaboration between departments to create a strong Regents-bound/FAA integrated curriculum.</li> <li>• Increase technology and instructional aids to meet the industry’s changing needs.</li> <li>• Enhance classroom instruction and increase computer learning in all areas.</li> <li>• Increase internships with the airline industry.</li> <li>• The use of updated curriculum and effective supervision by our supervisors and the FAA inspectors.</li> <li>• Monitor/evaluate student FAA transcript/academic transcripts, assess student needs and provide assistance through Summer School, tutoring, after-school, etc.</li> <li>• Provide student workshops on time management, note taking, effective study skills, time management, etc.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• VTEA funding will be used to provide for after school and Saturday credit recovery classes.</li> <li>• VTEA funding will be used to provide after school and Saturday tutoring sessions.</li> <li>• Contract For Excellence (C4E) money will be used for per session activities to benefit students.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- FAA grading system maintained by each instructor and updated every 21 days.
- The FAA qualifying exam given at the end of each year to all seniors and 5<sup>th</sup> year students. (Passing grade on this exam is 85.)
- FAA transcripts will be reviewed by the teacher individually with each student six times a year.
- In-house FAA data system reports and programs

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>GOAL 4: To increase the number of students passing Integrated Algebra by 1.5% during the 2010-2011 school year.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• To keep parents informed of expectations and student progress via oral and written notification, use of phone master and phone calls, and the Daedalus online reporting system.</li> <li>• Periodic visits to Algebra classes by the Principal, Mathematics Assistant Principal, and Guidance Department to discuss attendance and academic progress.</li> <li>• To periodically incorporate student success skills lessons:             <ul style="list-style-type: none"> <li>❖ Taking notes</li> <li>❖ Organizing and completing homework assignments</li> <li>❖ How to study for a test</li> <li>❖ How to read a math textbook and a math problem</li> </ul> </li> <li>• 9<sup>th</sup> and 10<sup>th</sup> year students who failed ME12 will be scheduled for MEO (credit recovery) in summer school. These students will take ME22 during the 2010 -2011 school year to reinforce their algebra skills. Guidance counselors will work closely with AP Supervision Mathematics to monitor student progress</li> <li>• The Math AP, teachers, guidance counselors and programmers will work collaboratively to assess student needs and schedule students appropriately for Day School, After-School and Summer School.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Title I funding will be used to create reduced size classes.</li> <li>• Title I and Title III funds will be used for tutoring at-risk students, including students in Integrated Algebra.</li> <li>• Title I and Title III funds will be used for after school and Saturday school at-risk students.</li> <li>• The College Now program, in conjunction with LaGuardia Community College, will provide credit recovery courses for AIS math students.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Scholarship reports
- Teacher generated grades and portfolios
- Regents grades

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

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

**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	239	77	22	26	70	6	2	2
10	27	94	169	7	77	3	1	2
11	16	26	13	11	33	5	3	4
12	11	8	28	26	11	7	5	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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Students with ELA Scores of 1 and 2 are scheduled for a freshman skills English class utilizing differentiated instruction in a balanced literacy environment.</li> <li>• All students are placed in 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> year English classes based on teacher/guidance recommendations.</li> <li>• Tutoring services are available throughout the year through Circular 6 professional assignment during their lunch periods in both one-on-one and group settings.</li> <li>• Regents Prep tutoring is available in the fall and spring term before or after school.</li> <li>• Extended day services for credit recovery during our Saturday Academy.</li> <li>• Teachers review ongoing data assessments to differentiate instructional practices based on student need.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Discrete Math for upper term (Junior &amp; Senior) students who struggled getting through Integrated Algebra</li> <li>• Extended day classes for credit recovery funded through LaGuardia Community College</li> <li>• Tutoring services offered throughout the year as follows:               <ul style="list-style-type: none"> <li>❖ C-6 professional assignment</li> <li>❖ One-on-one tutoring Saturdays (March – June)</li> <li>❖ Regents and RCT preparation</li> </ul> </li> <li>• Reduced register classes for incoming Freshmen students with weak skills in mathematics</li> <li>• Summer School</li> <li>• Math AP to classes at the beginning of the school year and periodically thereafter</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Earth Science Regents Prep classes for students who failed the regents</li> <li>• Tutoring services offered throughout the year as follows:               <ul style="list-style-type: none"> <li>❖ C-6 professional assignment</li> <li>❖ One-on-one tutoring</li> <li>❖ Regents and preparation</li> <li>❖ Peer tutoring</li> </ul> </li> <li>• Science AP visitation to science classes at the beginning of the school year</li> <li>• Science AP and Principal conference with students in jeopardy of failing lab and those who are at-risk of failing their Upper Classmen Earth Science Class</li> <li>• Automated lab calls home every other week for those missing lab</li> <li>• Print out of missing lab report provided to subject class teachers</li> </ul>

	<ul style="list-style-type: none"> <li>• Summer School</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Extended Day PM and Saturday Academy classes for credit recovery and tutoring</li> <li>• Tutoring services offered throughout the year as follows: <ul style="list-style-type: none"> <li>❖ C-6 professional assignment</li> <li>❖ One-on-one tutoring</li> <li>❖ Regents and RCT preparation</li> </ul> </li> <li>• Summer School courses for credit recovery</li> <li>• AP tutoring will be offered to all Advanced Placement students with an emphasis on students struggling to meet the rigorous standards of the College Board approved curriculum.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• AIS Grade Advisor assigned to at-risk students</li> <li>• Planning interviews and alternative school placement</li> <li>• Guidance lesson on good study practices and time management</li> <li>• Conflict resolution</li> <li>• Attendance improvement and outreach</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• SAT (School Assessment Team) case manager for the completion of EPCs</li> <li>• 1:1 Meeting with students for Psycho-Educational Evaluations and Vocational Assessments</li> <li>• 1:1 Conference with parents for social updates</li> <li>• Consult teachers on students' progress and performance</li> <li>• Consult with SAT members before an IEP meeting</li> <li>• Crisis intervention services</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• 1:1 meeting with students and parents</li> <li>• Observe students' performance and behavior in classes</li> <li>• Meet with teachers, Guidance Counselors, mandated providers, and Special Education Assistant Principal for input and feedback</li> <li>• Provide 1:1 clinician counseling with at-risk students (General Ed and Special Ed)</li> <li>• Crisis intervention services</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• Collaborate with Administrators, Guidance personnel, Student Support personnel, medical professionals and parents to identify potential learning impediments, facilitate screenings, and determine specific educational and medical needs to provide an appropriate and medical needs to provide an appropriate learning environment.</li> <li>• Conduct NYCDOE mandated vision and medical record screenings as per compliance requirement</li> <li>• Identify and process 504's for extended test time</li> </ul>

**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 (2010-2011) Language Allocation Policy to this CEP.

---

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- ✿ There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 9-12      Number of Students to be Served: 68      LEP \_\_\_\_\_ Non-LEP

Number of Teachers 6      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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, ongoing 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 twofold: 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 to 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.

**Section III. Title III Budget**

**School: Aviation High School      BEDS Code: 342400011610**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$11,732 (\$9,872 with fringe benefits.)	32 before or after schools hours for 7 teachers @ \$43.93 per session rate
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$3,268	Supplemental supplies such as chart paper, markers, index cards, rulers, writing notebooks, highlighters, post-its.
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$15,000	

**Section IV. Aviation High School’s 2010-2011 LAP**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

**Part I: School ELL Profile**

**A. Language Allocation Policy Team Composition**

Network Cluster <b>2</b>	District <b>24</b>	School Number <b>610</b>	School Name <b>Aviation H.S.</b>
Principal <b>Deno Charalambous</b>		Assistant Principal <b>Catherine Brossmer</b>	
Coach <b>Department APs=The Cabinet</b>		Coach <b>Phryne Iacovou, ESL/BESIS Cr.</b>	
Teacher/Subject Area <b>Phryne Iacovou-ESL Teacher</b>		Guidance Counselor <b>Ralph Santiago APG</b>	
Teacher/Subject Area <b>Evelyn Tavarez-Aviation Tech</b>		Parent <b>Rachel Camacho</b>	
Teacher/Subject Area <b>Antonio Pepenella-Aviation Tec</b>		Parent Coordinator <b>Diva Morillo</b>	
Related Service Provider <b>Monica Ortiz AP</b>		Other <b>Steve Jackson, APO</b>	
Network Leader <b>Gerard Beirne</b>		Other <b>Patrick Browne, Data Special</b>	

**B. Teacher Qualifications**

Please provide a report of all staff members’ certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	<b>3</b>

**C. School Demographics**

Total Number of Students in School	<b>2135</b>	Total Number of ELLs	<b>68</b>	ELLs as Share of Total Student Population (%)	<b>3.19%</b>
------------------------------------	-------------	----------------------	-----------	---	--------------

**Part II: ELL Identification Process**

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

- 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).
- 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.
- 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].)
- 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 II: ELL Identification Process**

1. 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. 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, interviews in English and/ or the parent coordinator, a Spanish speaker, conducts the 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 parent requests below 20. If the need arises, we have a full time, fully licensed Spanish Teacher who has a great interest in teaching Spanish as a native language.

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

3. The ESL Coordinator ensures that the entitlement letters are distributed to the students in their native languages. Students bring them home to their parents. Copies are maintained in an Entitlement Notebook.

4. The criteria we use and the procedures followed to place identified ELL students in our ESL instructional program are as follows:

- a. Based upon the Home Language Survey, our new admits to the NYC system, is given the LAB R by the ESL Coordinator. Based on the results, they are either placed in our ESL instructional program or in our general program based on ELA data. Parents are notified in their native language. Contact is also made by phone. We will be exploring the use of the translation capabilities of our on-line data, communication syste, Daedalus.
- b. Each August, we received the latest NYSESLAT scores. Based on their level of proficiency and grade level, the appropriate placement is made. Entitlement letters are sent to the home in their native languages.

## Part III: ELL Demographics

**A. ELL Programs**

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
--	--

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

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

Self-Contained Push-In											2	2	1	1	6
Total	0	0	0	0	0	0	0	0	0	0	2	2	1	1	6

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	16
SIFE	0	ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	22

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	25	0	2	21	0	5	22	0	6	68
Total	25	0	2	21	0	5	22	0	6	68

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																						
Number of ELLs by Grade in Each Language Group																						
	K		1		2		3		4		5		6		7		8		TOTAL			
	ELL	EP	ELL	EP																		
Spanish																					0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										23	18	7	3	51
Chinese										0	2	1	0	3
Russian										0	0	0	0	0
Bengali										2	2	0	2	6
Urdu										0	1	0	0	1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi											1			1
Polish										1				1
Albanian												1		1

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other										1	1	1	1	4
<b>TOTAL</b>	<b>0</b>	<b>27</b>	<b>25</b>	<b>10</b>	<b>6</b>	<b>68</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

Paste response to questions 1-4

1. As a CTE high school, we are departmentalized. Under the leadership of our principal, each content area is supervised by an assistant principal. The Aviation Maintenance Technology is under the leadership of two assistant principals. Our Content Area Departments are: English/ESL/Foreign Language/Library, Social Studies, Math, Science, Special Education, Physical Education/Music/ROTC, and Aviation Technology Maintenance/Power Plant/Airframe. In addition, we have assistant principals in administration: Guidance, Security, and APO. Our ESL and ELL Content Area classes are heterogeneous self-contained according to grade level and/or credits accumulated. We have one ungraded Special Education self-contained ESL class. Our ELL model is Block Programming.

2. The AP English/ESL, the AP Special Education, the APO, the ESL Coordinator in partnership with the Programming/Data Program Chair, partner to ensure the delivery of mandated number of instructional minutes delivered in our Free Standanding ESL program. We review NYSESLAT scores and student IEPs. When required, our beginning 9<sup>th</sup> grade students have 540 minutes of ESL. Our 9<sup>th</sup> and 10<sup>th</sup> grade intermediate students have 460minutes of ESL. Our 9<sup>th</sup> and 10<sup>th</sup> grade advanced students have 230 minutes of ESL and 230 minutes of ELA. Our 11<sup>th</sup> and 12 year ELLs have 230 minutes of ESL. The nine 11<sup>th</sup> and five 12 grade ELL's are combined with our ELA classes with licensed English teachers who have or are receiving 7.5 hours of ELL Professional Development.

3. As per CR Part 154: ESL -We have six ESL classes, by grade level, in general education, (2) 9<sup>th</sup> year LA (460 minutes), (2)10<sup>th</sup> year LB (460 minutes), (1)11<sup>th</sup> year LC (230 minutes) and (1)12<sup>th</sup> year LD (230 minutes), and one self-contained, ungraded, ESL Special Education class, LEPPM (230 minutes).

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

- Mathematics (2) , 9<sup>th</sup> year reduced register classes for incoming students, Level 1 or 2 (230 minutes), MG12A -Geometry, year 1 Of 1 for freshman students who came to us with advanced standing in Mathematics. (230 minutes)
- Social Studies (3), 9<sup>th</sup> year Global, 10<sup>th</sup> year Global, and 11<sup>th</sup> year American History (all 230 minutes per week).
- Aviation Maintenance Technology (1), 9<sup>th</sup> year Exploratory Shop (230 minutes), 10<sup>th</sup> year wood/metal (3 periods or 690 minutes) and 11<sup>th</sup> & 12<sup>th</sup> year Basic Air/Power (4 periods or 920 minutes) .

#### Language Allocation Program Descriptions

Description of Content Areas by Department-All are taught in English with a bilingual Spanish Speaking Para for support and other native language support such as glossaries, bilingual dictionaries, school library of books in a variety of native languages.

#### Mathematics

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

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.

#### 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.

#### Science

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.

#### ESL/ENGLISH

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.

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.

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.

#### 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.

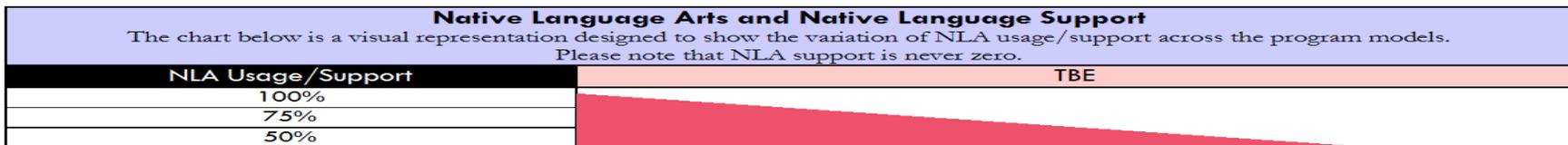
4. For our SIFE students:

- 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
- Tutoring is available throughout the day.

here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			

## B. 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?

5. We have numerous targeted intervention programs that are offered in English.

a. Each department maintains a tutoring schedule for all students. Students may attend on their own or are assigned by their teachers who see need.

b. Extended Day Services for credit recovery.

c. Extended Day Services for Concurrent Options in Aviation Technology to make up hours needs.

d. Title III- Before school program in ESL and content areas. See Title III Budget and Narration.

6. The Data Committee in partnership with the AP English/ESL identifies and notifies the Principal and APs of students who are in need of transitional support for 2 years for reaching proficiency of the NYSESLAT. APs notify their respective staff of their transitional students. Teachers through Departmental Conferences/PD, are aware of their students' needs for extended time and bilingual glossaries and/or bilingual dictionaries. The Data Committee ensures the proper placement of transitional students in rooms for Extended Time for all State Regents/Exams. Proctors are trained in the extended time procedures.

7. An improvement in parent communication in the native language through our Daedalus, on line, data retrieval and communication system is being explored. Over 1,000 of our parents school wide have signed up. During Open School, on going workshops for parents was offered.

8. No programs are being discontinued.

9. All ELLs are afforded equal access to our wide variety of school programs. During Open House and Orientation, our COSA, student representatives, ROTC leadership and student representatives discuss the programs and recruit. Our school website, [www.aviationhs.net](http://www.aviationhs.net), contains up to date information on a multitude of activities. Each day, during period 3, our student leadership makes announcements directly to the students regarding special events, clubs or any activity. Students are directed to whom they might see to sign up for any event, club, or sports activities.

After School: Extended Day, Concurrent Options, College Now, Sport Teams, SAT Preparation, ROTC.

10. 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.

11. 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 Regents in Native Language

12. Required services support and resources correspond to ELLs' ages and grade levels.

13. 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.

14. As a CTE school, we offer Spanish as a Second Language in Course I. If parents request, within budgetary constraints, our fully licensed Spanish Teacher could be programmed to teach Spanish NLA. We do offer to our senior ELLs equal access to our English Language Arts Electives: Drama or Journalism.

### C. Schools with Dual Language Programs

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

n/a

### D. 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 (including non-ELL teachers) as per Jose P.

1. We have three licensed ESL teachers and one bilingual Spanish licensed Content Areas Teachers in Math. 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. In addition, Professional Development Workshops are offered from ICI and other outside sources. The OELL also offers professional development, including QTEL training. Two ELL Content in Aviation Technology teachers have been previously trained in QTEL. e

2. The support we provide staff to assist ELLs as they transition through the years such as high school to college are: College and Career Advisor to assist with the on line applications to colleges, Resume writing, college essay writing in all senior classes. We have many partnerships in the Aviation Industry such as the annex at JFK and Jet Blue. Our students go through the rigous preparedness to be accepted into our 5<sup>th</sup> year program for a second FAA license and work with our multitude of aviation and related industry partners.

3. 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 1/2 hours of Professional Development: José P, LEP Identification Process, ESL and ELA State Standards: Performance Indicators, 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. We give a Certificate of Participation, signed by the Principal, upon the completion of the mandated hours.

## E. 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?

### Questions 1-4

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](http://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.

The Parent Coordinator facilitates the monthly Parent's Association meetings that address the specific issues and concerns of all parents.

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.

## Part V: Assessment Analysis

**A. Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	1	1	0	4
Intermediate(I)										8	11	4	3	26
Advanced (A)										17	13	5	3	38
Total	0	0	0	0	0	0	0	0	0	27	25	10	6	68

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										1	2	1	0
	I										4	9	2	1
	A										13	4	4	3
	P										9	10	3	4
READING/ WRITING	B										3	0	1	0
	I										7	9	3	1
	A										15	11	5	4
	P										2	5	1	1

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Integrated</u>	25	0	18	0
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government	9	1	6	1
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. We use a variety of assessment tools to assess the early literacy skills of our ELLs: ELA Grade 8, NYSESLAT, the new 9<sup>th</sup> grade Acuity Periodic Diagnostic Assessment, Acuity Periodic ITA, ELL Periodic Assessment, Preregents Assessment, in class Writing Diagnostics, and formal and informal assessments. All staff has access to ARIS. Teachers are currently being trained in our Daedalus, on line data retrieval system.

2. The LAP team's data findings are as follows: 9<sup>th</sup> grade 1:1, 10<sup>th</sup> grade 5:7, 11<sup>th</sup> grade 1:1, and 12<sup>th</sup> year 4:3 for a total of 8:9.

3. 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 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.
- ESL instructors are licensed in English and/or 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.

4. 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. (25:1 Math, 5:0 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 Daedalus and E-chalk as a way of communicating on-line. The AP is working with the Parent Coordinator, the APG 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.

5. We do not have a dual language program.

6. We evaluate the success of our ELL programs by: Well Developed for all three years on our Quality Review , Progress Report Score of A for two consecutive years, 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. Other reports: Scholarship reports, number testing Proficient in NYSESLAT, Class Data Analysis.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

#### Principal's Statement

Aviation High School is located in Long Island City, Queens. 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.

I also am a graduate of Aviation High School. As a former ELL myself, I understand the struggles of ELLs. I became a teacher of Aviation Technology, AP of Aviation Technology, the APO of the school and am now I am proudly the principal . I have high standards for all my students.

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 for three consecutive years. 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. Our ELL students have equal access for every school program including the opportunity to earn two FAA licenses.

We earned a Well Developed our Quality Review each of the three times we were reviewed. We ranked "A" on the last two consecutive Progress Reports.

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		

### **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](http://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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,206,643	69,180	1,275,823
2. Enter the anticipated 1% set-aside for Parent Involvement:	12,066.43	691.80	12,758.23
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	60,332.38	*	
4. Enter the anticipated 10% set-aside for Professional Development:	120,664.3	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**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 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 8, 2009.

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

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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 2010-2011.

### **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 after-school 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 (at least annually in elementary schools) 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.

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
  - The online student grades and attendance system (Daedalus) provides parents with online, up-to-date class grade and attendance information
  
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
  - Online resources and information are available on [www.aviationhs.net](http://www.aviationhs.net). Parents can contact staff members through this online service
  
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 Codes 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 after-school day program or summer school.
- Maintain the standards expected by the FAA and the aviation industry as a whole.
- Refrain from plagiarizing and cheating.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**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.

Refer to pages 10 through 12 of this report.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    - Refer to pages 24 through 25 of this report.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - 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.
    - 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.
- e) Chancellor's Conference Days

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) Academic Intervention Team (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) 21<sup>st</sup> Century Grant and the Leadership Program
  - e) College Now
  - f) Articulation with Stony Brook University for Pre-Engineering and Robotics

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal,</i>	Program Funds Are “Conceptually” <sup>1</sup>	Amount Contributed to	Check (✓) in the left column below to verify that the school has met the intent
--------------	---------------------------------------	--	--------------------------	--

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code.  
**TEMPLATE - MAY 2010**

	State, or Local)	Consolidated in the Schoolwide Program (R)			Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (R)	Page #(s)
Title I, Part A (Basic)	Federal	R			\$1,206,643	R	13-25
Title I, Part A (ARRA)	Federal	R			\$69,180	R	13-25
Title II, Part A	Federal			R			
Title III, Part A	Federal	R			\$15,000	R	26-49
Title IV	Federal		R				
IDEA	Federal		R				
Tax Levy	Local	R			\$7,990,073	R	13-25

#### 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.

---

Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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.

---

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.

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

## **APPENDIX 7: 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 two students 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 your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Aviation Career & Technical Education High School					
<b>District:</b>	24	<b>DBN:</b>	24Q610	<b>School</b>	342400011610	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.6	94.0	94.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	568	626	533				
Grade 10	522	507	600				
Grade 11	430	461	429				
Grade 12	454	502	565				
Ungraded	1	1	0				
<b>Total</b>	<b>1975</b>	<b>2097</b>	<b>2127</b>				

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	99.0	98.7	99.0

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
	61.7	75.5	77.4

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	1	14	28

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
	21	11	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	37	45	45	Principal Suspensions	71	70	46
# in Collaborative Team Teaching (CTT) Classes	26	27	22	Superintendent Suspensions	9	2	6
Number all others	32	33	40				

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	1902	1995
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	123	123	120
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	39	37	31
# receiving ESL services only	39	63	TBD	Number of Educational Paraprofessionals	3	3	10
# ELLs with IEPs	8	17	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	42	28	107	% fully licensed & permanently assigned to this school	97.6	97.7	96.8
				% more than 2 years teaching in this school	69.3	74.2	93.3
				% more than 5 years teaching anywhere	60.6	63.3	74.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	79.0	85.0
American Indian or Alaska Native	0.1	0.1	0.3	% core classes taught by "highly qualified" teachers	98.1	96.1	94.7
Black or African American	7.9	7.2	6.2				
Hispanic or Latino	57.9	57.6	58.1				
Asian or Native Hawaiian/Other Pacific	23.4	23.1	25.3				
White	10.0	9.9	9.2				
<b>Male</b>	86.2	86.6	85.7				
<b>Female</b>	13.8	13.4	14.3				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category	
	In Good	v	Basic	Focused
	Improvement Year 1			Comprehensive
	Improvement Year 2			
	Corrective Action (CA) – Year			
	Corrective Action (CA) – Year			
	Restructuring Year 1			
	Restructuring Year 2			
	Restructuring Advanced			

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level	Secondary Level
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate: v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v	v	
<b>Ethnicity</b>							

American Indian or Alaska Native						
Black or African American				v	v	-
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				v	v	
Multiracial				-	-	-
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>6</b>	<b>6</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	WD
<b>Overall Score:</b>	79	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment:	9.8	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	17.1	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	40.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	12		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)