



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: AVIATION HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q610

PRINCIPAL: DENO CHARALAMBOUS

EMAIL: DCHARAL@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Deno Charalambous	*Principal or Designee	
Leslie Simmons	*UFT Chapter Leader or Designee	
Leslie Figueroa	*PA/PTA President or Designated Co-President	
Rhonda Wilson	DC 37 Representative, if applicable	<div style="border: 2px solid black; padding: 10px; background-color: #cccccc;"> <p style="text-align: center; margin: 0;">The signed copy of this page is kept on file in room 136.</p> </div>
Jessie Cardenas	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Noelyn Albert	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Ralph Santiago	Assistant Principal Pupil Personnel Services	
Steven Jackson	Assistant Principal Organization	
Janine Aiello	Teacher Representative*	
Ralph Santiago	Assistant Principal Pupil Personnel Services	
Steven Jackson	Assistant Principal Organization	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

To increase the number of students taking the SAT exams enabling our students to compete for better colleges and scholarships.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - a) Data analysis indicated a need for improved student SAT scores.
 - b) This exam is an indicator of college readiness for the colleges and universities our students apply to.
 - c) This focus on SAT prep will align our performance with Department of Education college readiness initiatives and increase the number of students who meet Advanced Regents diploma requirements.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) The teachers will work collaboratively with the Assistant Principals of the English and math departments to analyze data to modify instruction.
 - b) The Principal will visit all classes on a regular basis to ensure that the needs of all students are being met. The principal will visit the classes on a regular basis to ensure that effective teaching strategies are being implemented and the students are engaged in every aspect of each lesson. This will ensure student success.
 - c) The Assistant Principal of Science and lead teachers will provide monthly, ongoing professional development to all teachers utilizing monthly scholarship reports.
 - d) Verbal and written notification to all parents of student attendance at the end of each marking period.
 - e) Guidance counselors will meet with students to discuss progress and develop a plan for success.
 - f) The Principal and Assistant Principals will regularly meet with students in danger of failing classes.
 - g) After school peer tutoring will be made available weekly.
 - h) The Assistant Principals will observe classes regularly to monitor progress.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Our school will support parents and families of Aviation High School students by:

- a) providing awareness of materials and training to help parents work with their children to improve their academic performance in all classes;
- b) providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- c) fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- d) providing assistance to parents in understanding City, State and Federal standards and assessments;
- e) sharing of information by Parent Coordinator about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- f) providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

- g) training parents to use online resources (such as Daedalus, eChalk, and ARIS) to monitor student progress and performance;
- h) foster increased communications between parents/guardians and staff through email, phone calls, or school visits to ensure that student needs are addressed;
- i) keeping parents/guardians informed concerning SAT updates and course requirements through monthly email updates, phone messenger, online reports and the school website, www.aviationhs.net;
- j) providing information at monthly Parents' Association meetings by Assistant Principals and Guidance Counselors;
- k) providing translation services as outlined in the school Parental-Involvement Policy.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - a) Health Corps activities help prepare the students to perform in a more holistic nature.
 - b) Universal Lunch ensures that all students receive free breakfast and lunch providing appropriate nutrition for academic success.
 - c) Partnership with engineer and computer scientist to assist our FIRST Robotics team.
 - d) Students are encouraged to participate in the activities of the Science Leadership Institute, SPARK, Guidance, and Peer Mediation programs that are available to all students.
 - e) Math instruction and tutoring will be provided to support mathematics skills needed in Physics activities.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Teacher teams will analyze student work and modify their instructional techniques and practices to meet student needs that are aligned with the common core standards.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - a) In preparation for the implementation of the Common Core Learning Standards, professional development is a key component in assuring all staff members are participating in the school-wide initiatives.
 - b) Professional Development focused on the Common Core Learning Standards is essential and required for all staff members to integrate the new standards into departmental curriculum and lesson plans.
 - c) Aviation High School has determined that the wide variety of professional development topics that lead teachers and Assistant Principals provide has contributed significantly to the school's success on the Progress Report and State Accountability and Overview Report (AOR) reports.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - a) Administration will encourage teachers to attend professional development opportunities empowering them to become lead teachers.
 - b) Teachers will attend professional development sessions throughout the city on the CCLS and return to the school to become the professional developers to our staff.
 - c) Inter-disciplinary teams will continue to work together to improve student learning.
 - d) Surveys will be used to determine the specific CCLS standards and instructional methods that teachers feel are most important to develop as a school.
 - e) Post-workshop surveys will be used to determine whether teacher needs and expectations were addressed.
 - f) Student data and observation reports will evaluate the effectiveness of the professional development workshops and implementation of the CCLS.
 - g) Teachers will turnkey instructional strategies learned at city-wide professional development ongoing throughout the year.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Our school will support parents and families of Aviation High School students by:

- a) Informing parents about current trends in instructional techniques and initiatives proposed by the city and state;
- b) providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- c) fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- d) keeping parents/guardians informed concerning school updates and requirements through monthly email updates, phone messenger, online reports and the school website, www.aviationhs.net;
- e) informing parents concerning the implementation of the curriculum alignment to the Common Core Learning Standards
- f) fostering increased communications between parents/guardians and staff through email, phone calls, or school visits to ensure that student needs are addressed;
- g) providing translation services as outlined in the school Parental-Involvement Policy.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - a) Teachers will attend professional development sessions by city and state agencies throughout the school year and turnkey within their subject departments as well as with the entire school staff.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

To increase the number of students passing the Final Exam in the Aviation Maintenance Composite Area by 3%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - a) Our school focus is our Aviation Maintenance program. This program challenges and motivates our students and staff to work harder to increase student success on the FAA certification exams.
 - b) In order to meet Federal Aviation Administration mandates and maintain our FAA certification our students must achieve a passing rate equal to or higher than the national norm which is between 95 and 100. We strive to have the highest possible number of students sit for and pass this exam.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - a) Teacher teams will evaluate student progress, develop individual plans, and modify instructional techniques on an ongoing basis to meet student needs; using grade books for each rotation to track and monitor student progress as per FAA requirements.
 - b) Teachers will continue to incorporate FAA core competencies into our project-based learning curriculum and update the curriculum according to industry trends and needs.
 - c) Peer tutoring, PM classes and Saturday enrichment classes will be made available throughout each marking period to all students and tutoring by teachers early in the morning and after school will continue.
 - d) Aviation Maintenance teachers will continue to administer a qualifying examination.
 - e) Teachers will continue to incorporate instructional best practices to promote student learning and test-taking strategies to maximize results on the FAA qualifying exam.
 - f) Computer based study programs and study guides will be utilized to prepare students for the FAA exam.
 - g) All Aviation Maintenance senior year teachers will use predictive exams to prepare students for FAA exams.
 - h) Continue to increase new technology into the Aviation Maintenance curriculum to meet the industry's changing needs.
 - i) Continue to encourage collaboration between departments to maintain our strong Regents-bound/technical integrated curriculum.
 - j) Internships and mentorships with our partners in industry will be used as a motivating incentive for all students.
 - k) Federal Aviation Administration transcripts will be used to determine final FAA certification eligibility.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Our school will support parents and families of Aviation High School students by:

- scheduling an annual trip to the Annex at JFK Airport;
- encouraging parents to participate in the Adopt-a-Shop program which will familiarize them with the operation of an Aviation Maintenance classroom;
- conducting annual Fifth Year meetings for current Fifth Year students and projected Fifth Year students to provide program expectations and outcomes;
- providing awareness of materials and training to help parents work with their children to improve their performance in Aviation Maintenance;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing of information by Parent Coordinator about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- training parents to use online resources (such as Daedalus, eChalk, and ARIS) to monitor student progress and performance;
- foster increased communications between parents/guardians and staff through email, phone calls, or school visits to ensure that student needs are addressed;
- keeping parents/guardians informed concerning Aviation Maintenance updates and course requirements through monthly email updates, phone messenger, online reports and the school website, www.aviationhs.net;
- providing information at monthly Parents' Association meetings by Assistant Principals and Guidance Counselors;
- providing translation services as outlined in the school Parental-Involvement Policy.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I X Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Health Corps activities help prepare the students to perform in a more holistic nature.
- Universal Lunch ensures that all students receive free breakfast and lunch providing appropriate nutrition for academic success.
- Students are encouraged to participate in the activities of the Pegasus Technical Honor Society, SkillsUSA, SPARK, Guidance, and Peer Mediation

programs that are available to all students.

- d) Math, Science and Literacy instruction and tutoring will be provided to support skill sets needed in FAA mandates.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

To increase the number of students graduating college ready in Math and English by 5% thus giving our students better chance for success.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - a) Helping students earn 80 or better on their English and math Regents exams will enable students to graduate college ready.
 - b) According to the 2010-2011 NYC Progress Report the number of sophomore students accumulating 10 or more credits was 88.6%. Aviation High School students should be able to accumulate 10 or more credits per year in order to meet the college readiness initiative and ensure that more of our students graduate in four years prepared for both college and careers as outlined in the Common Core Learning Standards.
 - c) Students have a better chance to achieve post-secondary success when they build a more solid foundation by continuing to accumulate 10 or more credits early on in their academic career.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - a) Departmental and school-wide grade level teacher teams will evaluate student progress and modify instructional strategies in order to provide each student with the critical skills needed for success.
 - b) Teams will monitor attendance and grades and provide ongoing notification to parents and students with options in order to achieve a passing grade in each subject area.
 - c) Principal will meet with assistant principals to review teacher and student performance and address areas of concern each marking period.
 - d) Teachers will meet each student individually on an ongoing basis to review progress and identify ways to remedy areas of concern, and refer students to Guidance Counselors as necessary.
 - e) Principal and administration will conduct daily visits to classes to ensure effective instruction is taking place.
 - f) Assistant Principals and lead teachers will provide professional development on instructional techniques for struggling students during Chancellor's Conference Days.
 - g) The administration will utilize observation and scholarship reports to identify students in danger of failing to help them accumulate 10 or more credits in order to be better prepared for post secondary education.
 - h) Principal will meet with failing students three times a year to discuss strategies for improvement.
 - i) The Data Committee will compile credit accumulation statistics and provide reports to the Guidance Department, Teachers and Assistant Principals for analysis and formulation of intervention plans.
 - j) Introduce two-year Integrated Algebra for freshmen and sophomores to increase the number and percent of students earning credits in the core area of Mathematics.

- k) The school will expand the Big Buddy Tutoring and Mentoring program in the lower grades to monitor and promote student progress.
- l) Aviation High School has joined the Common Core Learning Standards CFN pilot program to further develop interdisciplinary teacher teams who will later turnkey teaching strategies to all staff members.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Our school will support parents and families of Aviation High School students by:

- a) providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- b) fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- c) providing assistance to parents in understanding City, State and Federal standards and assessments;
- d) sharing of information by Parent Coordinator about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- e) providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- f) training parents to use online resources (such as Daedalus, eChalk, and ARIS) to monitor student progress and performance;
- g) foster increased communications between parents/guardians and staff through email, phone calls, or school visits to ensure that student needs are addressed;
- h) alerting parents of potential at-risk student performance through direct contact home;
- i) continuing to provide an at-risk advisor to serve as the primary resource for students and parents;
- j) keeping parents/guardians informed concerning course updates and course requirements through monthly email updates, phone messenger, online reports and the school website, www.aviationhs.net;
- k) providing information at monthly Parents’ Association meetings by Assistant Principals and Guidance Counselors.
- l) providing translation services as outlined in the school Parental-Involvement Policy;
- m) Inquiry Teams in Aviation Maintenance, English, Math, Social Studies, and Science will review student data and implementing Common Core Learning Standards;
- n) Administration will work with teachers on strategies to improve passing rates.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I X Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - a) Health Corps activities help prepare the students to perform in a more holistic nature.
 - b) Universal Lunch ensures that all students receive free breakfast and lunch providing appropriate nutrition for academic success.
 - c) Students are encouraged to participate in the activities of the SPARK, Guidance, and Peer Mediation programs that are available to all students.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

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

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Students with ELA Scores of 1 and 2 are scheduled for a freshman skills English class • Teachers utilize a variety of data to differentiate instruction in a balanced literacy environment • All students are placed in 10th, 11th and 12th year English classes based on teacher/guidance recommendations • Tutoring services are available throughout the year through Circular 6 professional assignment during their lunch periods in both one-on-one and group settings • Extended day class (Spring term) for credit recovery funded through LaGuardia Community College • Regents Prep tutoring is available in the fall and spring term before or after school • Extended day services for credit recovery during our Saturday Academy • Teachers review ongoing data assessments to differentiate instructional practices based on student need 		
Mathematics	<ul style="list-style-type: none"> • Discrete Math for upper term (Junior & Senior) students who struggled getting through Integrated Algebra • Extended day class (Spring term) for credit recovery funded through LaGuardia Community College • Tutoring services offered throughout the year as follows: <ul style="list-style-type: none"> ❖ C-6 professional assignment ❖ Intensive Regents preparation in January for students not meeting the more rigorous CUNY college readiness requirements • Two-year Integrated Algebra in reduced register classes for incoming Freshmen students with weak skills in mathematics, such as those scoring at Level 1 or Level 2 • Two-year Integrated Algebra in reduced register classes for sophomore students with weak skills in mathematics • Summer School courses for credit recovery • Math AP to visit classes at the beginning of the school year and periodically thereafter 		
Science	<ul style="list-style-type: none"> • Common Living Environment class placement for students who have passed the Earth Science subject class but who have failed the Earth Science Regents. • Tutoring services offered throughout the year as follows: <ul style="list-style-type: none"> ❖ C-6 professional assignment 		

	<ul style="list-style-type: none"> ❖ One-on-one tutoring ❖ Regents and preparation ❖ Peer tutoring • Science AP visitation to science classes at the beginning of the school year • 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 • Automated lab calls home every other week for those missing lab • Print out of missing lab report provided to subject class teachers • Summer School
Social Studies	<ul style="list-style-type: none"> • Extended Day PM and Saturday Academy classes for credit recovery and tutoring • Tutoring services offered throughout the year as follows: <ul style="list-style-type: none"> ❖ C-6 professional assignment ❖ One-on-one tutoring ❖ Regents and RCT preparation • Summer School courses for credit recovery • 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.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • AIS Grade Advisor assigned to at-risk students • Planning interviews and alternative school placement • Guidance lesson on good study practices and time management • Conflict resolution • Attendance improvement and outreach • SAT (School Assessment Team) case manager for the completion of EPCs • 1:1 Meeting with students for Psycho-Educational Evaluations and Vocational Assessments • 1:1 Conference with parents for social updates • Consult teachers on students' progress and performance • Consult with SAT members before an IEP meeting • Crisis intervention services • 1:1 meeting with students and parents • Observe students' performance and behavior in classes • Meet with teachers, Guidance Counselors, mandated providers, and Special Education Assistant Principal for input and feedback • Provide 1:1 clinician counseling with at-risk students (General Ed and Special Ed) • Crisis intervention services

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Aviation High School hires New York State certified educators throughout all departments. We provide professional development and training throughout the school year to staff in one-on-one, small group and full group professional development sessions. All teachers are highly qualified.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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 2011-2012.

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. 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Jie Zhang	District 24	Borough Queens	School Number 610
School Name Aviation High School			

B. Language Allocation Policy Team Composition

Principal Deno Charalambous	Assistant Principal Catherine Brossmer, Engl, ESL
Coach Department APs (The Cabinet)	Coach Phryne Iacovou, ESL/BESIS Cr.
ESL Teacher Phryne Iacovou	Guidance Counselor Ralph Santiago APG
Teacher/Subject Area Evelyn Tavarez-Aviation Tech	Parent Rachel Camacho
Teacher/Subject Area Antonio Pepenella-Aviation Tec	Parent Coordinator Diva Morillo
Related Service Provider Monica Ortiz AP	Other Steven Jackson APO
Network Leader Jie Zhang	Other Patrick Browne -Data Specialis

C. Teacher Qualifications

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	2248	Total Number of ELLs	70	ELLs as share of total student population (%)	3.11%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Part 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.
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:
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 in writing. Contact is also made by phone. We will be exploring the use of the translation capabilities of our on-line data, communication system, Daedalus.
- 5 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. This year the school was provided with a DVD that contained the new Parent Guide/Letter indicating their child's NYSESLAT Score Report with the Performance Level Descriptors. These letters along with the available translations were backpacked home.
6. Our Program Model aligns with parent request for a Freestanding ESL Program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										2	2	1	1	6
Push-In														0
Total	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	70	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	20
SIFE	0	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	21

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	1	24		9	21	0	10	70
Total	25	0	1	24	0	9	21	0	10	70

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

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
TOTAL	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		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-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										20	16	13	4	53
Chinese										1	0	1	1	3
Russian														0
Bengali										6	1	0	0	7
Urdu										0	1	1	0	2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi										1	0	1	0	2
Polish														0
Albanian														0
Other										1	0	1	1	3
TOTAL	0	29	18	17	6	70								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 Standing ESL program. We review NYSESLAT scores and student IEPs. Our beginning 9th grade students have 540 minutes of ESL. Our 9th and 10th grade intermediate students have 360 minutes of ESL. Our 9th and 10th grade advanced students have 180 minutes of ESL and 180 minutes of ELA. Our 11th and 12 year ELLs have 230 minutes of ESL.

As per CR Part 154: ESL -We have six ESL classes, by grade level, in general education, (2) 9th year LA (460 minutes), (2)10th year LB (460 minutes), (1)11th year LC (230 minutes) and (1)12th 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) , 9th 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), 9th year Global, 10th year Global, and 11th year American History (all 230 minutes per week).
- Aviation Maintenance Technology (1), 9th year Exploratory Shop (230 minutes), 10th year wood/metal (3 periods or 690 minutes) and 11th & 12th year Basic Air/Power (4 periods or 920 minutes) .

Language Allocation Program Descriptions

3. 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

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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.

A. Programming and Scheduling Information

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.

6. 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

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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. Students never tested in the Spanish Lab are tested.

5. 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.

6. The Common Core State Standards and the ELL State Learning Standards are the benchmarks for each grade level. Teachers and Students create interim and long term goals based on the content area following the State Curriculum. Refer to the detailed content area analysis in question 3.

7. 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 earning 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.

Courses Taught in Languages Other than English 

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0		
Social Studies:	0		
Math:	0		
Science:	0		

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. 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.

9. 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.

10. 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.

11. No programs are being discontinued.

12. 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, 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.

13. 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.

14. 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

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

16. 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)?

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.

. 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 5th 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 ½ 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. 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)										1	3	0	0	4
Intermediate(I)										11	4	5	2	22
Advanced (A)										17	10	13	4	44
Total	0	0	0	0	0	0	0	0	0	29	17	18	6	70

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	1	0	0
	I										1	5	1	1
	A										11	1	10	4
	P										17	10	7	1
READING/ WRITING	B										1	3	0	0
	I										13	4	4	1
	A										14	7	11	5
	P										1	3	3	0

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					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6	0	6	0
Integrated Algebra	26	0	23	0
Geometry	19	0	16	0
Algebra 2/Trigonometry	1	0	1	0
Math				
Biology				
Chemistry				
Earth Science	20	0	15	0
Living Environment	12	0	12	0
Physics				
Global History and Geography	23	2	12	2
US History and Government	8	0	8	0
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 9th 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: 9th grade 1:1, 10th grade 5:7, 11th grade 1:1, and 12th 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.
New York State Regents Exam

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. 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 three consecutive Progress Reports.

Part VI: LAP Assurances

School Name: <u>Aviation High School</u>		School DBN: <u>24Q610</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q610 **School Name:** Aviation High School

Cluster: 2 **Network:** CFN201

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.
- c. Informal data and population trends observed by staff.
- d. To continue to monitor the Preferred Language Survey for DOE compliance.

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. The number of Spanish translation requests continues to be in high demand.
- c. There is a noticeable increase of translation requests in areas other than Spanish (i.e. Urdu, Chinese, etc)
- d. School translation findings are reported to the school community through the Parents' Association, School Leadership Team, Parent Coordinator and Guidance Department.
- e. 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. We provide in-house translation (written and verbal) in Chinese, Spanish, Polish, and Russian by in-house staff.
- b. Translation companies are utilized to translate documents into languages not available in-house.
- c. The school website, www.aviationhs.net, provides translations of all posted items which includes the Parent-Invovlement Policy, School Compact, etc.
- d. Training is provided for parents to learn online translation services.
- e. We provide in-house translation (written and verbal) in Chinese, Spanish, Polish, and Russian by in-house staff.
- f. The Guidance Department works closely with the Office of Student Enrollment to schedule translation services for local and city-wide Department of Education activities.
- g. The Home Language and Preferred Language survey completed by all parents/guardians is used to determine translation needs for the entire student body.

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. Oral interpretation services are provided as determined by the Assistant Principals, ISS Coordinator, Guidance, Parent Coordinator, and attendance staff.
- b. The Home Language and Preferred Language survey completed by all parents/guardians is used to determine translation needs for the entire student body.
- c. 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.aviation.net.



Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Olga De Filippis

Borough: Queens District: 24 School Number: 610 School Name: Aviation High School

Cluster Leader: Despina Zaharakis Network Leader: Joseph Zaza Title I Schoolwide Plan (Conceptual Consolidation?)
yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Parent Activities	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Budget	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 12/10/2012 Senior ELL CPS: Olga De Filippis Additional Comments:		