

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: AVIATION HIGH SCHOOL
DBN (i.e. 01M001): 24Q610
Principal: DENO CHARALAMBOUS
Principal Email: DCHARAL@SCHOOLS.NYC.GOV
Superintendent: JUAN MENDEZ
Network Leader: GERRY BEIRNE

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
DENO CHARALAMBOUS	*Principal or Designee	
LESLIE SIMMONS	*UFT Chapter Leader or Designee	
JOSEFA PALOMINA	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
CHRISTOPHER SPERRAZZA AMIRA HAMINARI	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
LEONARDO CAICEDO	Member/ Parent	
MARIA CELIS	Member/ Parent	
ELASA AVALOS	Member/ Parent	
OSVALDO BAYANA	Member/ Parent	
JANINE AIELLO DEVON RAGBIR	Member/ Teacher	
STEVEN JACKSON	Member/ 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 may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

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

To increase the number of students achieving a grade of 75% or higher on the June 2015 English Regents exam from 66% to 68%. This represents an increase of 2%.

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.

Students passing the English Regents with a grade of 65% to 74% are not recognized as college ready. These students have to take remedial, non-credited English courses in college which cost the students money and time without gaining any college credit. This is cited by many studies to be one of the reasons many students drop out of college.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. College Now will offer a course each semester to this cohort in order to better prepare students to achieve a score of 75% or higher on the English Regents.
2. After-school tutoring and Saturday classes will be made available to meet the needs of this cohort.
3. Online Regents preparation tutoring will also be made available to meet the needs of this cohort.

B. Key personnel and other resources used to implement each strategy/activity

1. La Guardia College, Assistant Principals, Teachers and Guidance Counselors. Lightsail.com for English Language Learner (ELL) Students

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. We will analyze the ELA Regents Data to determine areas of strengths and weaknesses of our students to modify and differentiate instruction to better serve all of our students.

D. Timeline for implementation and completion including start and end dates

1. Creation of College Now classes at the start of each term. Fall term courses will take place from September through December and Spring term courses will take place from February to June.
2. Review of students schedules to make sure they are receiving the services they need (at the beginning of each term and ongoing).
3. Post tutoring schedules in September, December, February and May to motivate students to attend tutoring sessions.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Programming of students.
2. Student interest.
3. Adherence to the schedule by individual students and completing the work needed to meet the needs of each student.

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).

A letter will be sent home to the parents of the students in this cohort informing them why their child was scheduled for extra help even though they already passed the English course and the Regents.

Also, we will meet with the students and explain to them the importance of scoring a 75% or higher on the English Regents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

C4E

Goal and Action Plan #2

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

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

To increase the number of students passing the 10th year Aviation maintenance sheet metal course from 76% to 79% by June 2015. This represents an increase of 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.

The 10th year sheet metal course is the first course students take for their Federal Aviation Administration (FAA) certification. Students take three periods of Aviation maintenance in the 10th year and many are not prepared for the difficult FAA curriculum which normally is taught at a post-secondary level.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The Assistant Principal will work with a team of Teachers to evaluate the current curriculum and make the necessary modifications to make it easier for students to understand the concepts and material.
2. Teachers will make the necessary adjustments to their work schedule to give students who are falling behind the time needed to complete their projects.
3. After-school and Saturday make up program.

B. Key personnel and other resources used to implement each strategy/activity

1. 10th year Aviation maintenance Teacher Team.
2. Assistant Principals
3. Programmers and Guidance Counselors.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. After each marking period the Assistant Principal and Principal will evaluate the passing rates and make the necessary updates and changes to the plan in order to help all students.

D. Timeline for implementation and completion including start and end dates

1. Beginning of school year 2014 through June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Funding is needed to pay for after-school and Saturday programs
2. Training and support for Teacher and Teacher Teams.
3. Ongoing Professional Development.

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).

Information will be shared and input will be encouraged at our Parents' Association (PA) meetings.

All information on student progress will be available to parents and students on our online system.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

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

To increase the number of students passing the June 2015 Global History and Geography Regents exam from 88% to 90%. This represents an increase of 2%.

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.

Data analysis has shown that our Global History and Geography Regents passing rate, although high compared to other schools, is not at the level we expect from our students

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Principal will be sending an email and phone calls to all parents each month to keep parents involved in their child's education.
2. We will have all Students with Disabilities (SWD), English Language Learners and struggling students work with Castle Learning to further improve their Regents preparation and pass the Regents in June 2015.
3. Students identified by their Teacher as at-risk of failing the Global History and Geography Regents will be offered a rigorous after-school tutoring program.

B. Key personnel and other resources used to implement each strategy/activity

1. The Assistant Principal Social Studies, all Global History teachers of SWD and ELL students and the Programming Committee will be trained on using Castle Learning in order to give maximum help to their students.
2. Parent Coordinator will communicate information to the PA president and to all the parents of students involved.
3. The Assistant Principal of Social Studies, the Programming Committee and the 10th year Global History and Geography Teachers will work together to program students for tutoring.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The Assistant Principal for Social studies, the students and the Programming Committee will monitor student progress on Castle Learning to make sure that student test taking skills are improving.
2. After the grading of the June 2015 Regents, we will compare the passing rates for June 2014 and June 2015 Regents in Global History and Geography and make the necessary modifications to better serve our students in the future.

D. Timeline for implementation and completion including start and end dates

1. September 2014 to June 2015
2. Tutoring for the at-risk students will begin in the Spring of 2015.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The Programming Committee will program all SWD and ELL students in the Castle Learning program.
2. The Programming Committee will program all at-risk students for after-school or Saturday Tutoring for the Global History and Geography Regents exam.

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).

1. The parents of SWD and ELL students will be informed about the Castle Learning program and how it will benefit their children. They will also be informed that the program can be accessed from home and students need to work at home to maximize their learning.
2. The parents of at-risk students will receive a letter and phone calls informing them that their child must report for the after-school or Saturday program in order to receive the help they need to pass the Global History and Geography Regents in June.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
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. • Extended day class (Spring term) for credit recovery funded through LaGuardia Community College. • Teachers review ongoing data assessments to differentiate instructional practices based on student need. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
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. • A two-year Algebra II/Trig course for upper term students with weak Algebra skills. 	<ul style="list-style-type: none"> • 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. • Math AP to visit classes at the beginning of the school year and periodically thereafter. 	<ul style="list-style-type: none"> • 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. • Summer School courses for credit recovery.
Science	<ul style="list-style-type: none"> • Identification of students who have passed a science class, but who have failed the corresponding Regents. • Peer tutoring and tutoring with a content specialist are available. • Infuse study skills into all science classes. • Careful monitoring of Special education students and ELL students in science classes and regularly differentiating instruction to meet the needs of these populations. 	<ul style="list-style-type: none"> • Science AP visitation to science classes at the beginning of the school year and as needed throughout the school year. • Science AP and Principal will conference with students in jeopardy of failing lab or their science class. • Small group tutoring and one-on-one tutoring as needed. • Notify and work with Guidance Department on helping students in need. Program students for class placement with input from teachers and data provided by the program 	<ul style="list-style-type: none"> • Tutoring services offered throughout the year as follows: <ul style="list-style-type: none"> ❖ C-6 professional assignment ❖ One-on-one tutoring ❖ Regents and preparation ❖ Peer tutoring • Summer School

	<ul style="list-style-type: none"> Missing lab information to be provided to all science class teachers 	office.	
Social Studies	<ul style="list-style-type: none"> Extended Day PM and Saturday Academy classes for credit recovery and tutoring. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Tutoring services offered throughout the year as follows: <ul style="list-style-type: none"> ❖ C-6 professional assignment ❖ One-on-one tutoring ❖ Regents preparation Summer School courses for credit recovery.
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. Consult teachers on students' progress and performance. Consult with SIT team members before an IEP meeting for their recommendations. Provide 1:1 clinician counseling with at-risk students (General Ed and Special Ed). Crisis intervention services Parent workshops on. Organization and time management. Parent workshop on teen suicide and warning signs. Parent workshop on communicating with teenagers and discussing topics such as sex, the internet and its proper use and safety. 	<ul style="list-style-type: none"> 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 and parental concerns. 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. 	Ongoing, as needed.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All department supervisors provide ongoing professional development on the Common Core State Standards. Teachers are trained in strategies and techniques to help them implement Common Core State Standards into all of their lessons. Teachers are also provided with centrally developed and administered Pprofessional development.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All funds are used to provide services to students in need of assistance. Students in Temporary Housing are offered financial help were applicable. SAT prep is provided by organization to students who cannot afford such Academic Intervention Services.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Department Administrators and Teachers review assessment results and develop professional development items that will be focus of monthly department meetings and Chancellor's Conference Day sessions throughout the school year. Additionally, Teachers will use data from multiple assessments to identify student needs and work with Assistant Principals to program students for appropriate classes. Teacher teams will work on developing instructional strategies that will be developed and implemented in these classes in order to improve student outcomes.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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:

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

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn..

DBN: 24Q610

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$872,685.99	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$10,865,827.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal 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 Elizabeth Ritter, Eng/ESL	Parent Lesley Figueroa-Oviedo
Teacher/Subject Area	Parent Coordinator Diva Morillo
Related Service Provider Monica Ortiz-AP	Other Steven Jackson APO
Network Leader(Only if working with the LAP team) Gerry Beirne	Other Mike Koumoullas-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 currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	2252	Total number of ELLs	71	ELLs as share of total student population (%)	3.15%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										40	21	7	3	71
self-contained														0
Total	0	0	0	0	0	0	0	0	0	40	21	7	3	71

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	31
SIFE	4	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	36

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	22	1	0	13	3	6	36	0	25	71

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	22	1	0	13	3	6	36	0	25	71
Number of ELLs who have an alternate placement paraprofessional: _____										

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									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										26	13	4	2	45
Chinese										1		2		3
Russian														0
Bengali										9	4	0	0	13
Urdu														0
Arabic														0
Haitian														0
French														0
Korean										1				1
Punjabi													1	1
Polish														0
Albanian											1			1
Other										3	3	1	0	7
TOTAL	0	40	21	7	3	71								

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	0	1	0	1
Intermediate(I)										7	3	2	1	13
Advanced (A)										33	18	4	2	57
Total	0	40	21	7	3	71								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

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 (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7		5	0
Integrated Algebra	20	0	18	0
Geometry	14	0	10	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	32	0	9	0
Living Environment	13	0	9	0
Physics	0	0	0	0
Global History and	15	1	6	1
Geography	0	0	0	0
US History and	6	0	2	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - We use a variety of assessment tools to assess the early literacy skills of our ELLs: ELA Grade 8, NYSESLAT, the Previous 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 and Daedalus-on line data retrieval system.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
State did not report the Spring Report 2013 NYSESLAT scores in combined modalities.
4. For each program, answer the following:
- 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?
- a. 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 transitional ESL with an intense focus on ELA Regents and the Common Core 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 uses Daedalus and E-chalk as a way of communicating on-line. The AP works with the Parent Coordinator, the APG and Office of Translation to get these letters in the community languages on-line. b. School leadership and teachers use the data results of the ELL Periodic Assessment to modify curriculum and modify instruction.**
- C. Test accommodations, such as extended time and use of glossaries, are mandated for all ELLs. Native language is supported with bilingual dictionaries, glossaries, bilingual works of literature in our library, translated information such as letters to parents available on ine or backpacked. Those students who tested out within the last two years are also eligible for parallel accommodations to that of current ELLs.**
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
We are a 9-12 school.
6. How do you make sure that a child's second language development is considered in instructional decisions?
All instructional decisions consider the child's second language development. Teachers continually modify curriculum, differentiate instruction, assess student practices and acheivement on an on-going basis. The new Teacher Evaluation System allows the school leadership to consistanly evaluate teacher effectiveness via the Danielson Framework Four Domains.
7. 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?
- We do not have a dual language program.**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
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 six consecutive years.. Other reports used are : Regents, Scholarship, Cohort reports, number testing Proficient in NYSESLAT, Title III AMAQ status, and Teacher/Class Data/Performance Analysis.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1. We presently 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/or Parent Coordinator co-facilitate New Admits' Parent Orientation during our annual August Parent Orientation for incoming 9th grade students and is on-going as necessary. The identification process includes the administration of the Home Language Identification Survey to determine the child's home language. Parents complete the Home Language Survey Form in their native language. The AP English/ESL interviews in English and/or the parent coordinator, a Spanish speaker and/or AP Guidance, a Spanish speaker, conducts the one on one interview. An informal interview with the student is conducted by a trained pedagogue to determine the student's home language. We maintain a list of faculty who offer translations in various languages. Once the HLIS is completed, information is entered in the designated ATS screen. Completed HLIS forms are placed in student's cumulative file and remain a part of the student's permanent record. Our ELL coordinator, a licensed English teacher and State Certified Teacher of ELLs, 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. Once Lab tested, it is entered in the ELPC system. The Spanish Lab is administered to Spanish Speakers based on the LAB R results by a licensed Spanish Pedagog. 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. 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.

2. To ensure that parents understand all three program choices, during the August Orientation session, the orientation team, which consists of the Guidance AP, the Parent Coordinator, the AP English/ESL, distribute the Parent's Rights booklets in their respective home language, and show the DOE video, available in a number of languages. They complete the survey form. Parent Orientation is on going as new admits arrive with the additional assistance of the ESL Coordinator, a licensed ESL pedagogue.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

During parent orientation, ELL parents are informed of the three instructional models offered in NYC, regardless of the one currently offered at our school. In order to inform parents of these three options, our school provides parents of newly enrolled ELLs a viewing of the Parent Orientation Video, which explains the three program options (available in preferred languages by the DOE. During the orientation, our school provides information on standards and assessments. Once parents are informed of all three parent options at the orientation, our school provides parents with the Parent Survey and Program Selection Form in which parents indicate their program choice. School enters parent choice as indicated in the designated screen in ATS (ELPC) as forms are completed. The parent Survey and Program Selection Form is retained in the student's permanent record and copies are maintained by the ESL Coordinator. When a new student is eligible for ESL services, based on their LAB R results, our school sends an entitlement letter to the parents/guardians of each student in the preferred home language. When the student needs to continue receiving the ESL services based on their NYSESLAT score, "continued entitlement letters" are send home in their preferred language. The ESL Coordinator ensures that the entitlement letters are distributed to the students in their preferred languages. Copies are maintained by the ESL Coordinator in an Entitlement Notebook.

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.

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, and interview by a licensed pedagogue or Parent Coordinator, our new admits to the NYC system, is given the LAB R by the ESL Coordinator within 10 school days. When a new student is eligible for ESL services, our school sends an entitlement letter in the preferred language to the parents/guardians of each student. In addition, the school updates the ELPC screen in 20 days of admission to a program. When a student needs to continue receiving ESL services based on NYSESLAT scores, received in August, based on their level of proficiency, the appropriate placement is made. a continued entitlement

letter are sent home in their preferred languages. Copies are maintained by the ESL Coordinator in an entitlement notebook. Contact is also made by phone when further assistance by the parent is needed. In partnership with the staff and faculty, we have a list of available translators. We will be exploring the use of the translation capabilities of our on-line data, communication system, Daedalus. This year the school was provided with an on-line link that contained the new Parent Guide/Letter indicating their child's NYSESLAT Score Report with the Performance Level Descriptors. Copies of these letters in the preferred language are backpacked home.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

We have a team lead by the AP English/ESL, the ESL/BESIS Coordinator and an ESL Teacher. The ESL Coordinator creates a schedule to test all ELLs in the Speaking Part, one to one, by appointment with an ESL teacher who is not the student's teacher. The grading committee do not mark their own student's work. The reading and writing sections are done in class proctored by their ESL teacher.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Our Program Model aligns with parent request for a Freestanding ESL Program. Parents choose our Aviation CTE school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- 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 9 self contained ESL classes including an ungraded Special Education self-contained ESL class. Our ELL model is Block Programming:
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)?

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 proficiency levels and student IEPs. Our beginning students have 540 minutes of ESL. Our 9th, 10th, 11th and 12th grade intermediate students have 360 minutes of ESL per week. Our 9th, 10th, 11th and 12th grade advanced students have 180 minutes of ESL and 180 minutes of ELA per week. We have a total of 9 ESL classes. In general education we have (2) 9th year, (1) 10th year, (1) 11th year/ 12th year combined and (1) non graded ESL. In Special Education we have (2) 9th year self-contained, (1) 10th year self contained and (1) ungraded, ESL class.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content Areas- We have the following ESL Content Area classes: All are taught in English. 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. Incoming students who take Algebra for the first time in the 2013-2014 school year will take an course leading to the Common Core Regents Exam. All other students will experience two Common Core Unit Tasks and the 8 Standards for Mathematical Practice. Within each course, students are programmed into the same section. Depending on student registration in each course and within budgetary constraints, a bilingual teacher and/or bilingual paraprofessional is assigned to classes containing ELLs. In addition, in courses where the number of ELLs does not warrant a content area class, the ELLs are clearly identified for the teacher of a mixed ELL/EP class. ELLs who fail Regents exams are encouraged, as are EP students, to re-take these tests to raise their grades to fulfill diploma and Advanced Regents Diploma requirements. Tutoring is available each lunch period. ELLs are also encouraged to take more than the minimum mathematics required for graduation, and to participate in all department programs according to their mathematical ability.

Within budgetary constraints, a bilingual paraprofessional is assigned to classes with ELLs, using a variation of the "push in" model. All general education and special education ELLs are taught by licensed teachers credentialed in mathematics to ensure students receive the proper preparation for standardized tests and the necessary credits for graduation. When possible, ELL teachers have proficiency in a second language, in addition to English.

Instructional Implications

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

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

ELL and IEP 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

Other Support Implications

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

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

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

Social Studies

Programming Implications

ESL content area classes follow the Social Studies state curriculum.

Instructional implications

ESL Content Area instructors modify instruction to meet the needs of ELLs in a variety of scaffolding strategies including modeling and visualization. Instructors illustrate awareness on the many types of learning through the new evaluation system: Danielson Framework. 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. 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 to meet the rigor of the Common Core Standards. Academic 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 ELL Content Area teachers and ESL Teachers. 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 professional practices including differentiated instruction reflects the ever changing needs of our present and incoming ELL population by reviewing all the data available.

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

Science

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

Instructional Implications

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

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

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

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

ESL/ENGLISH

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

Instructional Implications

Our instruction is ESL Learning Standards and Common Core Learning Standards driven by a variety of means including curriculum, city/state mandates, state assessments such as the Periodic Assessment for English Language Learners, and Regents. Incoming 9th year ELLs will take the Common Core Regents in their junior year. 9th and 10th year classes are Common Core aligned. Both these formal as well as informal assessment and the expertise of the instructors who differential instruction based on the learning styles of our ELLs are used to modify instruction. 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 informational text are selected based upon the language proficiency of our ELLs. 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: using computer technology for written work including research and the development of writing and editing skills. Collaborative learning ensures 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. Evidence of in class success is measured by the new teacher evaluation system: Danielson Framework. as well as all data reports.

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
- Data to create student centered/created goals.

Also: Techniques/Methodologies con't

Process Writing

Literature to Informational Text connections

Direct instruction in both academic and content vocabulary

Using computer technology to develop writing and research skills

Creating context rich lessons with scaffolding

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

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.

Other Support Implications

Title III services are offered before school to help our students prepare for NYSESLAT. Before or After school programs are also available across the content areas.

The team effort of the AP English/ESL, ELL Coordinator, ESL instructors and guidance is invaluable.

Instructional Support Services for Special Education ESL

English as a second language for Special education students are provided with differentiated instruction with challenging strategies aimed to increase their learning potential. Students enrolled within this program are motivated to engage with visual learning, manipulative activities- hands-on tasks. To facilitate ELLs with the reading component, the Special Education Department

utilizes listening centers to be used with books on CDs. Students on a daily basis are engaged with reading comprehension, vocabulary, writing, listening and speaking. To facilitate learning, students are motivated to achieve learning through collaborative learning, grouping, sharing and responding to each other's work.

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

Aviation Technology Programming Implications

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

Instructional Implications

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

When entering Aviation High School as freshmen, beginning English language learners are introduced to an exploratory aviation maintenance environment. Here the goal is to expose the students to aviation fundamentals, basic tools, career introduction and technical drawing. This beginning is supported by a strong foundation in aeronautical terms and practices in order for them to build the necessary aviation vocabulary in English, and best express their understanding of instruction in the content area. This is accomplished through speaking, listening, reading and writing activities.

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

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

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

onto higher education or the aerospace industry.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We have an ESL Freestanding Program . Students may be tested in native language lab if not previously tested.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Both formal assessment is on going such as ELL Periodic Assessments. Informal and formal assessments and curriculum is differentiated based on student need in all four modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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.

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. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
See individual department pedagogical strategies in Question #3 above.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
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. 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. 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 process learning based on their needs. To accommodate students varied schedules, tutoring and homework help is offered throughout the school day in all content areas.

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
Native Language Arts:	0
Social Studies:	0
Math:	0

Class/Content Area	Language(s) of Instruction

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

Science:	0			

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

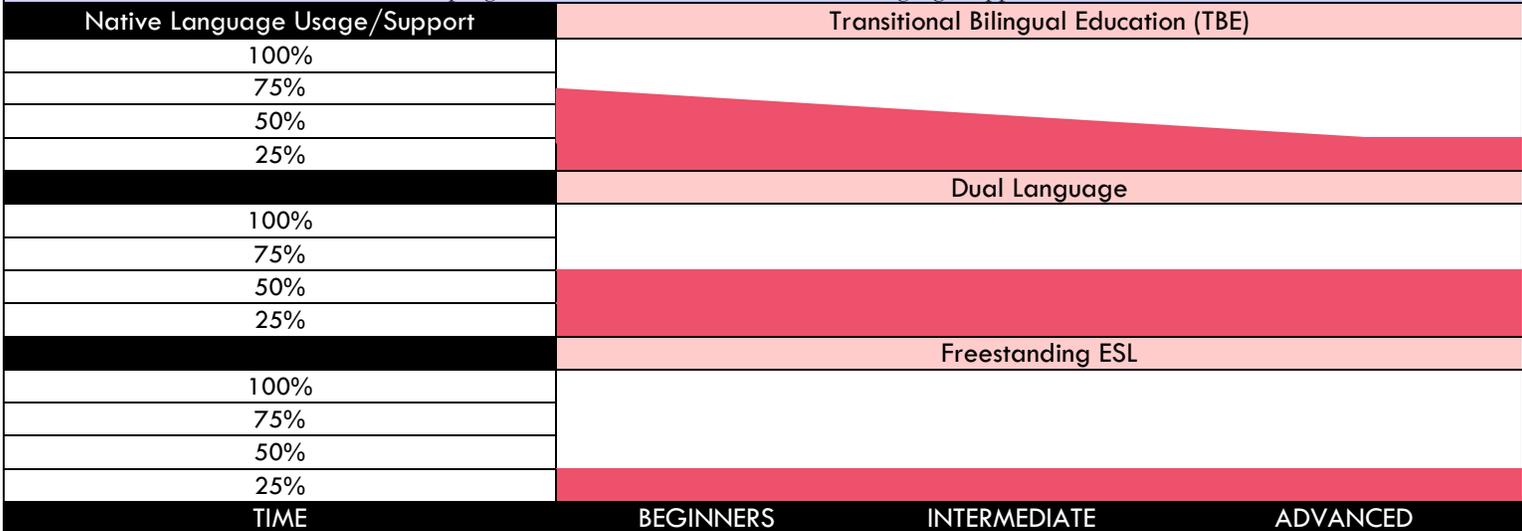
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- We have numerous targeted intervention programs that are offered in English. Tutoring and homework help is available throughout the school day in all content areas to accommodate students schedule. 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our current program is data driven. We use a variety of data such as Graduation Rate, Scholarship Reports, NYSESLAT reports, and the recent Progress report to assist us with areas of need. We have an effective program, but there are areas that need improvements.
11. What new programs or improvements will be considered for the upcoming school year?
- Our ESL curriculum must be modified to further incorporate the Common Core Learning Standards. Teacher effectiveness strategies will be reviewed based on the Danielson Framework.
12. What programs/services for ELLs will be discontinued and why?
- No services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 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 programs such as Summer Search, 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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
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, informational text, grammar and vocabulary workbooks based on language proficiency
- Smart boards, computer lap tops, CDs, movies, short films, audio tapes, and music enhance language learning
- Bilingual dictionaries, poster boards, chart paper, visual aids also support language learning.
- Instructional materials in the content area
- Glossaries, dictionaries, required textbooks and teacher made materials support learning.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Bilingual Dictionaries/Glossaries in the classroom.
A bilingual section is located in the school's library
- Availability of Regents in Native Language
Faculty who offer translation services.
Translations of Parent Correspondence
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Teacher's evaluate the needs of the ESL students by a variety of informal diagnostics to determine individual need.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

As a CTE school, we offer a one year Course I Spanish and a one year Heritage

Spanish Class. ELLs may elect our Heritage Spanish Program, but tend not to do so as it is not a requirement for them. We offer to our senior ELLs equal access to our English Language Arts Electives: Drama or Journalism. If parents request native language instruction, we have a licensed Spanish teacher.

19. For schools with dual language programs:

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

We do not have a dual language program.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

We have four licensed ESL teachers. All content area teachers are fully licensed in their content area. Professional Development Workshops are offered from OELL, CFN 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. The AP English/ESL forwards all e-mail offerings directly to the ELL Teacher Team.

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, but teach ESL Content Area classes have been made aware by their immediate supervisor that they are required 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/or ESL Coordinator. We meet at least three times a year. Attendance is taken and the minutes are kept. The Professional Development plan evolves based on teacher survey, recommendations, and mandates. Topics selected this year are based on needs (such as mandates) determined by the AP English/ESL and teacher request. Topics range from LEP Identification Process, ESL and ELA Common Core Learning Standards: Performance Indicators, Daedalus; ARIS, use of data to drive instruction, NYSESLAT, Vocabulary Across the Content Areas, Language Allocation Policy, and Sharing of Best Practices. We discussed ways to improve Parental Involvement as a concluding PD last year. We wish to expand that this year. We give a Certificate of Participation, signed by the Principal, upon the completion of the mandated hours.

ELL – Teacher Team

ACROSS THE CONTENT AREA/PROFESSIONAL DEVELOPMENT

DEPARTMENT TEACHER

English/ESL Mrs. Iacovou

Ms. Brossmer

Ms. Haloulos

Ms. Ritter-

Mr. Dinan

Mathematics Ms. Hoosak

Ms. Garcia

Mr. Kim

Ms. Chew

Social Studies Ms. Dacosta

Ms. Torres

Ms. Chelebi

Technology

Mr. Skolnick

Mr. Gaskin

D. Parental Involvement

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

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.

E. Additional Information

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

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. Visitors from around the country and from around the world visit us to see our exemplary program. They learn from our strengths to create a similar school or program in their cities.

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 four 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 six consecutive Progress Reports.

Part VI: LAP Assurances

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deno Charalambous	Principal		11/15/13
Catherine Brossmer	Assistant Principal		11/15/13
Diva Morillo	Parent Coordinator		11/15/13
Phryne Iacovou	ESL Teacher		11/15/13
Lesley Figueroa-Oviedo	Parent		11/15/13
Elizabeth Ritter/ELA	Teacher/Subject Area		11/15/13
Sharon Hoosak/AP Math	Teacher/Subject Area		11/15/13
Laurie Nearon/AP Sci	Coach		11/15/13
Patrick Browne/IA SS	Coach		11/15/13
Ralph Santiago/AP	Guidance Counselor		11/15/13
Gerry Beirne	Network Leader		11/15/13
Monica Ortiz/AP Sp. Ed.	Other _____		11/15/13
Steven Jackson	Other <u>APOt</u>		11/15/13
Mike Kourmoulos	Other <u>Data Specialist</u>		11/15/13
	Other _____		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q610** School Name: **Aviation Career and Technical High**

Cluster: **5** Network: **536**

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.

Data used to assess our interpretation needs include the Preferred Language Survey (ATS), Daedalus In House Software which indicates language spoken, and day to day observation of parents and staff interaction.

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.

Based on our findings our major language translation need is Spanish, followed by Bengali, and Chinese. These findings are reported in major types of parent meetings - Monthly Parents Association Meetings; Parent Teacher Conferences; and Orientation

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.

Our school distributes a variety of DOE literature in multiple languages at all parent meetings. This literature is also made available in the guidance office on a daily basis. Our website, aviationhs.net, has a written translation function for all information contained in the website. The school also maintains an active list of staff members that can provide specific language translation. When necessary, an approved DOE vendor will be used, such as, in sign language needs.

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.

Oral interpretation is usually provided by staff members. The guidance office is manned by three staff members fluent in Spanish, which is our primary translation need. Several teacher aides are fluent in Bengali or Chinese and are accessible as needed. During Parents/Teacher conferences student volunteers standby in the Command Center to provide a variety of language translation as needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All incoming ninth graders and over the counter admits receive the prefer language survey in an admission packet. Once completed the information is entered into ATS and imported into Daedulus.

Information on available translation services will be available on our website and posted in appropriate locations throughout the building. these locations include the main entrance, outside/inside the guidance and general office, and the student cafeteria.

Our school safety plan indicates the primary point of contact as the Command Center. The Command Center is manned by staff members fluent in Spanish, our primary interpretation need. Our Building Response Team (BRT) consist of several members who can interpret or direct parents to the appropriate resource in the event of an emergency.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information

Name of School: Aviation High School

DBN: 24Q610

This school is (check one): conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy

Total # of ELLs to be served: 52

Grades to be served by this program (check all that apply):

K 1 2 3 4 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 7
 # of certified ESL/Bilingual teachers: 1
 # of content area teachers: 6

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Rationale: Our Title III program will provide ELLs with supplemental instruction through our before and after school program. This instructional program will service our ELL population depending on student areas of need as indicated by state standardized tests, data driven assessment, teacher recommendation and parental choice. The focus of our ELL supplemental program will be to provide supplemental instruction in small groups and individual differentiated instruction to support the Common Core Learning Standards through the development of critical reading, writing, thinking, speaking and listening skills across the content areas including Aviation Maintenance Technology to meet the Common Core, ELL Learning Standards, FAA mandates, City Wide Instructional Expectations (CIE) and the schools goals outlined in our CEP.

Subgroups and grade levels of students to be served: We have 59 ELLs in grades 9 through 12.

Schedule and duration: There are two ESL teachers and three teachers in the content areas: Aviation Maintenance Technology. We will run weekly instructional program session for 46 minutes for 30 weeks running from November to June excluding holidays and vacations.

Teacher	Period	Time	Days	Room	Program Activity
Ms. Iacovou	0	7:14-8:00	Monday- Friday	342	ESL
Ms. Ida	10	3:29-4:15	Tu, Th	531B	English/ESL/Special Ed.-All ELLs and Former ELLs
Mr. Mendez	0	7:14-8:0	Tu, W, Th	210	AV Technology- 9th Year Metal/Wood
Mr. Pepenella	9	2:41-3:27	W, Th	510	AV Technology - 11th & 12th Year- Former ELLs
Ms. Tavaréz-Pérez	0	7:14-8:00	W,F	512	AV Technology-10th Year

Licences: Ms. Iacovou, State Certification in TESOL, English Day HS

Ms. Ida, English Day HS with ESL extention

Part B: Direct Instruction Supplemental Program Information

All aviation technology content area teachers are certified as Teachers of Aviation Maintenance DHS

Program Supervisor: Catherine Brossmer, Assistant Principal English/ESL/Library/Foreign Language

Licenses: Supervision in English, English DHS, State Certification in TESOL

Language of Instruction: English with the support of bilingual materials such as glossaries and dictionaries. The teachers will use researched based strategies to focus on critical reading, writing, speaking and listening skills necessary for success on the class assessments including project based learning, State Examinations including the NYSESLAT exam and on enhancing literacy through supplemental instruction. Content area supplemental instruction will focus content specific critical learning skills in aviation technology. Teachers will provide differentiated student centered learning and implement such strategies as cooperative learning, CALLA approach, SIOP approach as well as a project based, hands on approach.

Types of Materials: We will purchase materials and general supplies for all Title III programs including chart paper, graph paper, markers, pens, notebooks, and portfolios.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Rationale: Professional Development focuses on providing ESL and ESL Content Areas teachers with differentiated instructional strategies for teaching the English Language Learner. Its' primary function is twofold: to provide Title III ESL and ESL Content Areas teacher with English language learners research based pedagogical strategies to best meet the needs of our ELLs, to prepare ELLs to meet Common Core Learning Standards, ELL NYS Standards, Regents and FAA Standards to be successful on all State Assessments examinations through differentiated instruction. The FAA exams for certification for Airframe and Power Plant licenses are administered in English. Our ELL students must achieve a high level of critical English skills to successfully complete the requirements.

Title III Providers to receive training: There are two ESL Teacher and 3 Content Area teachers who will receive the training. (See Part B)

Schedule and Training: There will be three, 46 minutes in duration of each, professional development sessions: December, February and April. Training will be done in house. However, the AP English/ESL notifies by e-mail all Departmental APs and those on the Title III teacher team, of all Professional

Part C: Professional Development

Development available from outside resources such as D OELL and CFN536.

Topics to be covered:

1. December : An introduction to the Chancellor's Memorandum of Understanding.
2. February: Instructional strategies needed to prepare ELLs to meet the Common Core Learning Standards.
3. April : Instructional strategies needed to meet the needs of ELLs in testing proficient on the NYSESLAT and FAA Content Area classes. (Language Development CALPS) Share best practices.

Topics are based on new initiatives, Common Core, CIE and teacher choice.

Name of Providers: Catherine Brossmer, Assistance Principal English/ESL- State Certification in TESOL

Phryne Iacovou, ESL Teacher and ESL Coordinator- State Certification in TESOL

Names of Title III Teachers-See Part B.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Rationale: The partnership with parents/guardians is imperative for the success of all children. At the center of parental involvement at Aviation High School is the Parents Association and our Parent Coordinator. 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.

Schedule and Duration: 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 distributed at Freshman Orientation and is maintained on our school's website, www.aviationhs.net.

The ELL Parent 2 hour workshop will be held in early Spring. Hours: 6-8PM.

Topic to be covered: Focus on the Parents of ELLs: Common Core Learning Standards, ELA Regents, Common Core Regents and the NYSESLAT

Name of Provider: Catherine Brossmer, Assistant Principal of English/ESL, State Certification in TESOL

How parents will be notified of these activities: Parents are notified both in letters home and through our website, www.aviationhs.net. The invitations are translated into the home language with the

Part D: Parental Engagement Activities

assistance of the Office of Translation and Interpretation Unit.

The Assistant Principal of English/ESL collaborates with the AP Guidance, Parent Coordinator, ESL Coordinator and Office of Translation and Interpretation to ensure that Title III letters to parents are distributed in the home languages. They are backpacked home and are posted on the Aviation website. Signed copies are maintained on file. _

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____