

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q610

School Name:

AVIATION CAREER & TECHNICAL EDUCATION HIGH SCHOOL

Principal:

DENO CHARALAMBOUS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: AVIATION CTE HIGH SCHOOL School Number (DBN): 24Q610
Grades Served: 9, 10, 11, 12, SE
School Address: 45-30 36TH STREET, LONG ISLAND CITY, NY 11101
Phone Number: 718-361-2032 Fax: 718-784-8654
School Contact Person: CYNTHIA MAFLA Email Address: cmafla@schools.nyc.gov
Principal: DENO CHARALAMBOUS
UFT Chapter Leader: LUIS VASQUEZ
Parents' Association President: CHERISE PARSON
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): CHERISE PARSON
Student Representative(s): KELLY GUAMAN
ERICA PAGUAY

District Information

District: 24 Superintendent: JUAN MENDEZ
Superintendent's Office Address: 30-48 LINDEN PLACE ROOM 307, FLUSHING, NY 11354
Superintendent's Email Address: JMendez2@schools.nyc.gov
Phone Number: (718) 281-7696 Fax: _____

Borough Field Support Center (BFSC)

BFSC: QUEENS DISTRICT 24 Director: LAWRENCE PENDERGAST
Director's Office Address: 28-11 QUEENS PLAZA NORTH, QUEENS, NY 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: (718) 828-5488 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
DENO CHARALAMBOUS	*Principal or Designee	
LUIS VASQUEZ	*UFT Chapter Leader or Designee	
CHERISE PARSON	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
CHERISE PARSON	Title I Parent Representative (or Parent Advisory Council Chairperson)	
KELLY GUAMAN	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
ERICA PAGUAY	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
JANINE AIELLO	Member/ TEACHER	
DEVIN RAGBIR	Member/ TEACHER	
NARCISA OTAVALA	Member/ PARENT	
JOSE MONTENGRO	Member/ PARENT	
STEVEN JACKSON	Member/ ASSISTANT PRINCIPAL	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

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

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

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

The area of the Frameworks of Great Schools that we made the most progress in during the 2014-2015 school year is the Collaborative Teachers area. In May of 2014 we were able to conduct a School Base Option vote with the United Federation of Teachers establishing Common Planning Time as part of the teachers work schedule. Common Planning Time took place once a month for half the school day. During this time teachers established inquiry teams which were charged with the task of identifying areas of the curriculum in each discipline where students struggle the most. The teams then modified their curriculum and the instructional strategies to meet the needs of these students.

Our focus area for the upcoming year will be to build strong family-community ties. With a new Parent Coordinator, a new Parent Association President and Executive Board it is the perfect time to establish new policies on how to continue to improve parent-community ties. Using our 21st Century Grant we will work together to conduct workshops for parents to help them understand the systems we use in our school and how to navigate them in order to stay abreast on school events and also stay current on their child's progress. We will also conduct meeting with local business leaders and parents on increasing the community's involvement in our school.

24Q610 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	2169	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	29	# SETSS	3	# Integrated Collaborative Teaching	20
Types and Number of Special Classes (2014-15)					
# Visual Arts	16	# Music	12	# Drama	N/A
# Foreign Language	26	# Dance	N/A	# CTE	98
School Composition (2013-14)					
% Title I Population	61.2%	% Attendance Rate			95.3%
% Free Lunch	49.5%	% Reduced Lunch			2.8%
% Limited English Proficient	2.9%	% Students with Disabilities			7.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			6.1%
% Hispanic or Latino	51.6%	% Asian or Native Hawaiian/Pacific Islander			29.1%
% White	10.9%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.17	# of Assistant Principals (2014-15)			8
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			6
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.9%	% Teaching Out of Certification (2013-14)			5.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			7.08
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	86.0%	Mathematics Performance at levels 3 & 4			94.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	94.5%	% of 2nd year students who earned 10+ credits			92.9%
% of 3rd year students who earned 10+ credits	92.4%	4 Year Graduation Rate			93.9%
6 Year Graduation Rate	95.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based upon the 2014-2015 Quality Review, we need to develop uniform benchmark assessments across all departments to be able to assess if students are making accurate progress towards their educational goals. The Quality

Review states “The school is working on benchmark assessments for all departments to offer a clearer portrait of student academic mastery, thus providing meaningful feedback to students regarding their achievement.”

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

To develop and implement uniform benchmark assessments within each department to be administered throughout the 2015-2016 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Have grade level teams across all departments create uniform benchmark assessments.</p>	<p>All Students</p>	<p>September 2015 – June 2016</p>	<p>Principal, Department Assistant Principals and grade level Teacher Teams.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Benchmark assessments will be developed during department and faculty conferences, professional development days and informal teacher meetings. New York State and Common Core Learning Standards will be the basis for each benchmark.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Department Assistant Principals will review the benchmark assessments prior to the students taking the assessment.
The teacher teams along with the subject area Assistant Principals will analyze student data based on the benchmark assessment to monitor student growth and adjust instruction based on the analysis of student data.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Even though the Quality Review states that “the vast majority of teachers engage in inquiry-based professional collaboration that supports analyzing students work and improving teacher practice.” We realize that this is still an area where we can improve.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To have 85% of teachers engaged in the inquiry process to look at subgroups of students and monitor their progress throughout the school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Individual teachers and teacher teams will monitor progress of student subgroups including ELLs, former ELLs, SWD, and at-risk using benchmark assessments, other summative assessments and formative assessments.</p>	<p>Different student subgroups</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals, Teacher Teams and individual teachers</p>

	including ELLs, former ELLs, SWD, and at-risk		
Individual teachers and teacher teams will modify instructional strategies and monitor student progress as a result of these intervention strategies.	Different student subgroups including ELLs, former ELLs, SWD, and at-risk	September 2015 – June 2016	Principal, Assistant Principals, Teacher Teams and individual teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources will include inquiry work which will be accomplished during department and faculty conferences, professional development days and informal teacher meetings. Department Assistant Principals and Programming Committee will provide protocols and data for looking at student work.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Department Assistant Principals will devote part of their department conferences for inquiry work or for analysis of student data to assistant in an individual teacher or Teacher Team inquiry work.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Students who enroll in High School as level 1 or level 2 on ELA State exams. • Students who fall behind in credits each grade level. • Students who need to retake the ELA Regents exam due to failing grade or non-college ready grade. • Teacher Recommendation 	<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"> • Students who enroll in High School as level 1 or level 2 on Math State exams. • Students who fall behind in credits each grade level. • Students who need to retake the Algebra or Geometry Regents 	<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 	<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 	<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

	<p>exam due to failing grade or non-college ready grade.</p> <ul style="list-style-type: none"> • Teacher Recommendation 	<p>LaGuardia Community College.</p> <ul style="list-style-type: none"> • A two-year Algebra II/Trig course for upper term students with weak Algebra skills. 	<p>reduced register classes for sophomore students with weak skills in mathematics.</p> <ul style="list-style-type: none"> • Math AP to visit classes at the beginning of the school year and periodically thereafter. 	<p>college readiness requirements.</p> <ul style="list-style-type: none"> • Summer School courses for credit recovery.
Science	<ul style="list-style-type: none"> • Students who fall behind in credits each grade level. • Students who need to retake the Earth Science, Living Environment, Chemistry or Physics Regents exam due to failing grade. • Teacher Recommendation 	<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. • Missing lab information to be provided to all science class teachers 	<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 office. 	<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 I
Social Studies	<ul style="list-style-type: none"> • Students who fall behind in credits each grade level. • Students who need to retake the Global History or United States History Regents exam due to failing grade. 	<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

	<ul style="list-style-type: none"> • Teacher Recommendation 			<ul style="list-style-type: none"> ⌘ Regents preparation • Summer School courses for credit recovery.
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Students who fall behind in credits each grade level. • Students who need to retake Regents exam due to failing grades. • Teacher Recommendation • Guidance Referrals. • Parental Requests. • Review of student historical records. • Assessments of Social-Emotional Needs. • Review of IEP. • SWD Team Recommendations. 	<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 	<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. 	<p>Ongoing, as needed</p>

		and its proper use and safety.		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, 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 professional development.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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. (Refer to Galaxy for FY '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	852,259.00	X	10, 11, 14, 15, 21
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0	X	10, 11, 14, 15, 21
Tax Levy (FSF)	Local	11,356,207.00	X	10, 11, 14, 15, 21

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. Aviation Career and Technical Education High 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 the school and the families. The 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 the school community. Aviation Career and Technical Education High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- 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 (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- 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 to 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.

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: <u>Aviation High School</u>	DBN: <u>24Q610</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> 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):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>52</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>7</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>6</u>

Part B: Direct Instruction Supplemental Program Information

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. Tavarez-Perez	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

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 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.

Part D: Parental Engagement Activities

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 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	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Deno Charalambous	Assistant Principal Peter Sirena, English & ENL
Coach Department APs/The Cabinet	Coach Phyrne Iacovou, ENL/BESIS Cr.
ENL (English as a New Language)/Bilingual Teacher Andrew Dinan, ENL	School Counselor Michael Koumoullis, APG
Teacher/Subject Area Andrea Haloulos, ELA & ENL	Parent Cherise Parson
Teacher/Subject Area Elizabeth Ritter, ELA	Parent Coordinator Cynthia Mafla
Related-Service Provider Monica Ortiz, AP ISS	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) Steven Jackson, APO

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	2212	Total number of ELLs	42	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	31
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	10	Long-Term (ELLs receiving service 7 or more years)	26

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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	10	1	3	10		3	22		26	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

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	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										16	8	7	3	0
Chinese										1	1			0
Russian														0
Bengali										1	3			0
Urdu										1				0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Nepalese										1				0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										1			1	0
Emerging (Low Intermediate)										2	1	1	0	0
Transitioning (High Intermediate)										3	2	2	0	0
Expanding (Advanced)										14	9	4	2	0
Commanding (Proficient)										23	18	10	2	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										45	26	19	13	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	15	2			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8	12		4		3		0		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	3		2		5		2		0
8	5		7		6		1		0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	7		1	
Integrated Algebra/CC Algebra	13		3	
Geometry/CC Algebra	4		0	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Chemistry	0		0	
Earth Science	24		3	
Living Environment	10		4	
Physics	0		0	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	13		2	
Geography	0		0	
US History and Government	8		1	
LOTE	0		0	
Government	0		0	
Other _____	0		0	
Other _____	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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, ELL Periodic Assessments, Pre-regents Assessments, in-class Writing Diagnostics, SESIS, and formal and informal assessments. All staff has access to Skedula-online data retrieval system.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data patterns in the NYSESLAT Aviation High School serves a predominantly advanced ELL population. Of the ELLs enrolled at Aviation: 54 are Commanding; 29 are Expanding; 5 are Transitioning; 4 are Emerging; and 2 are Entering. Our Transitioning and Expanding ELLs consistently perform better in the areas of speaking and listening than reading and writing. Teachers use this information to guide curricular choices and daily lesson planning. We have never given the NYSITELL because we haven't had any new students to the system attending Aviation H.S. If there is a time when a new student to the system arrives, the NYSITELL will be administered within 10 school days.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
State did not report the Spring Report 2015 NYSESLAT scores in combined modalities. In November, we will use the AMAO tool to learn more about our ELL population and see how we can help them toward the goal of English proficiency. This tool will be used to access our students' at risk factors, and will help tailor our curriculum and guidance-support our ELL population before these risk factors reach a more critical level.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 - 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. Curriculum is differentiated to meet the needs of the students. Our

transitional plan for students reaching proficiency/commanding 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 ENL 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 online. 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 online 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

We are a 9-12 school.

6. How do you make sure that a student's new 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 achievement on an ongoing basis. The new Teacher Evaluation System allows the school leadership to consistently 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 target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other 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).

We evaluate the success of our ELL programs by: Well Developed for all five years on our Quality Review; Progress Report Score of A for eight consecutive years. Other reports used are: Regents, Scholarship, Cohort reports, number testing Proficient in NYSESLAT, Title III AMAO status, and Teacher/Class Data/Performance Analysis.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

We presently have a Free Standing English as a New Language (ENL) 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/ENL, ENL Coordinator, and/or Parent Coordinator co-facilitate New Admits' Parent Orientation during our annual June Parent Orientation for incoming 9th grade students and is ongoing 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/ENL interviews in English and/or the parent coordinator, 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 ENL coordinator, a licensed English teacher and State Certified Teacher of ELLs, administers the NYSITELL test within the first 10 school days to the new admits from other than NYC public schools based upon the Home Language Survey and placement is made based upon the NYSITELL data results and parent choice. Once NYSITELL tested, it is entered in the ELPC system. The Spanish Lab is administered to Spanish Speakers based on the NYSITELL results by a licensed Spanish Pedagogue. The trend in parent choice for the past few years is Freestanding ENL. 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We follow the same procedure for identifying ELL students. After the HLIS is completed, and it is determined that a student has had an interruption or inconsistency in their school, the ENL coordinator administers the oral interview questionnaire and/or LENS. Once SIFE identification is confirmed we record it on the DOE's data collection system under RSFE.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The IEP team determines a student's eligibility for ISS services. This team is led by the ISS AP. We follow the same procedure for identifying ELL students, and if a student is eligible for ISS services, the student will be placed in a ENL class, either modified or self-contained. We have a dual-certified ISS/ENL teacher to meet the needs of these students. We also utilize the SESIS website to identify incoming students with IEPs. Students with ISS and ENL needs receive a unique official class designation.

The ISS AP, Monica Ortiz, along with the ENL Coordinator, Phryne Iacovou work together to ensure that ELLs with IEPs receive the appropriate services and support. These students are placed according to their needs as mandated by their IEPs, whether a modified or self-contained class, in order to successfully complete the first year of high school. Moreover, the school psychologist, Cynthia Ciooa; speech therapist, Yvonne Sherman; grade advisor, Juan Guzman; and ISS mandated counselor, Giordana Ganz, meet with ISS/ELL students to monitor their progress and make recommendations for the current and following school year.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL coordinator, along with the guidance department and parent coordinator, ensures that entitlement and non-entitlement letters, in the parents' preferred language, are distributed within five schools after the NYSITELL is completed. The letter is given to the student to bring home, and the parent receives a phone call or email notification informing them to read and sign the letter.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are notified by the ENL coordinator by letter in the parents' preferred language, email, and parents receive a phone call.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

To ensure that parents understand all three program choices, during the June Orientation session, the orientation team, which consists of the Guidance AP, the Parent Coordinator, the AP English/ENL, 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 ENL Coordinator, a licensed ESL pedagogue.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

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 ENL Coordinator. When a new student is eligible for ENL 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 ENL services based on their NYSESLAT score, "continued entitlement letters" are send home in their preferred language. The ENL Coordinator ensures that the entitlement letters are distributed to the students in their preferred languages. Copies are maintained by the ENL Coordinator in an Entitlement Notebook.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ENL coordinator, along with the Parent Coordinator, monitor the Parent Survey and Program Selection forms. A checklist is created and updated as these forms are collected.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ENL AP works with the ENL coordinator to ensure that placement parent notification letters are distributed. Letters are sent to the parents in their preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The ENL coordinator places all ELL documentation in the child's cumulative record, and keeps a copy for two years in the English/ENL office.

11. 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/ENL, the ENL/BESIS Coordinator and an ENL Teacher. The ENL Coordinator creates a schedule to test all ELLs in the Speaking Part, one to one, by appointment with an ENL 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 ENL teacher.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL coordinator ensures that letters in the parents' preferred language are sent to notify parents of continued entitlement and transitional support.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Our Program Model aligns with parent request for a Freestanding ENL Program. Parents choose our Aviation CTE school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
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/ENL/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 and Organization.
Our ENL and Content Area classes are heterogeneous according to grade level and/or credits. Commanding and Expanding students are provided the 180 minutes requirement through English classes with a dually certified English/ENL teacher. This is true for ISS/ENL self-contained students.
All other levels: Entering, Emerging, and Expanding students are given additional minutes of instruction through stand-alone ENL classes taught by a ELL and dually ELL/English certified teachers.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
The AP English/ENL, the AP Special Education, the APO, the ENL Coordinator in partnership with the Programming/Data Program Chair, partner to ensure the delivery of mandated number of instructional minutes delivered in our Free Standalone ENL program. We review NYSESLAT proficiency levels and student IEPs. Our entering students have 540 minutes of ENL. Our 9th, 10th, 11th and 12th grade transitioning students have 180 minutes of ENL per week. Our 9th, 10th, 11th and 12th grade expanding students have 180 minutes of ENL. We have a total of 9 ENL classes. In general education we have (2) 9th year, (1) 10th year, (1) 11th year/12th year combined and (1) non graded ENL. In Special Education we have (1) 9th year self-contained, (1) 10th year self-contained, (1) 11th year self-contained, and (1) 12th year self-contained.
3. Describe how core content is delivered in each program model. 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 ENL 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 2015-2016 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/IEP class. ELLs who fail Regents exams are encouraged, as are IEP 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 IEP 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.

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 ENL Coordinator in best ENL strategies. By assessing and discussing their needs, there is continued modification of curriculum and instruction so that ENLs 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 ENL 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

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 bilingual paraprofessionals and content area instructors. Daily lessons include listening, speaking, reading and writing activities.

ENL/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 ENL instructors. Our ENL classes are self-contained. ENL 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 ENL 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 differentiate instruction based on the learning styles of our ELLs are used to modify instruction. The instructors follow a parallel curriculum as indicated, ELA and ENL 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 ENL 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 ENL

- 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.
- 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/ENL, ENL Coordinator, ENL instructors and guidance is invaluable.

Instructional Support Services for Special Education ENL

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 ENL 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 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 home languages throughout the year?
We have an ENL 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 each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

For our SIFE students:

Teachers work with parents, students, and community members to ensure that all students have the opportunity to succeed in our district. We provide a safe and supportive learning environment for all students. We use a variety of instructional strategies and resources to meet the needs of all learners. We collaborate with parents, community members, and other professionals to provide the best possible education for our students. We are committed to continuous improvement and innovation in our district.

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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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12

Chart (months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The ENL coordinator will work with the student's grade counselor to ensure that the student doesn't fall behind in his academic instruction by monitoring the student's report card grades and meeting with the student's teachers. The student's academic teachers will be notified of the student's re-identification status. Teachers will also engage with the student's parents to ensure that the parents are aware of the student's academic progress.

8. 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?

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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our ELL-SWDs are provided with the same curriculum as general education students, however, modifications are made to instruction to ensure the needs our students are being met and are being served in the least restrictive environment possible. Each teacher is mandated to review student IEPs, and working together with paraprofessionals and ISS teachers, teachers modify instruction based on the students' needs. Some of the differentiation practices teachers follow are to give extra-time on exams, having the exam read to students by a paraprofessional, having students type their work.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

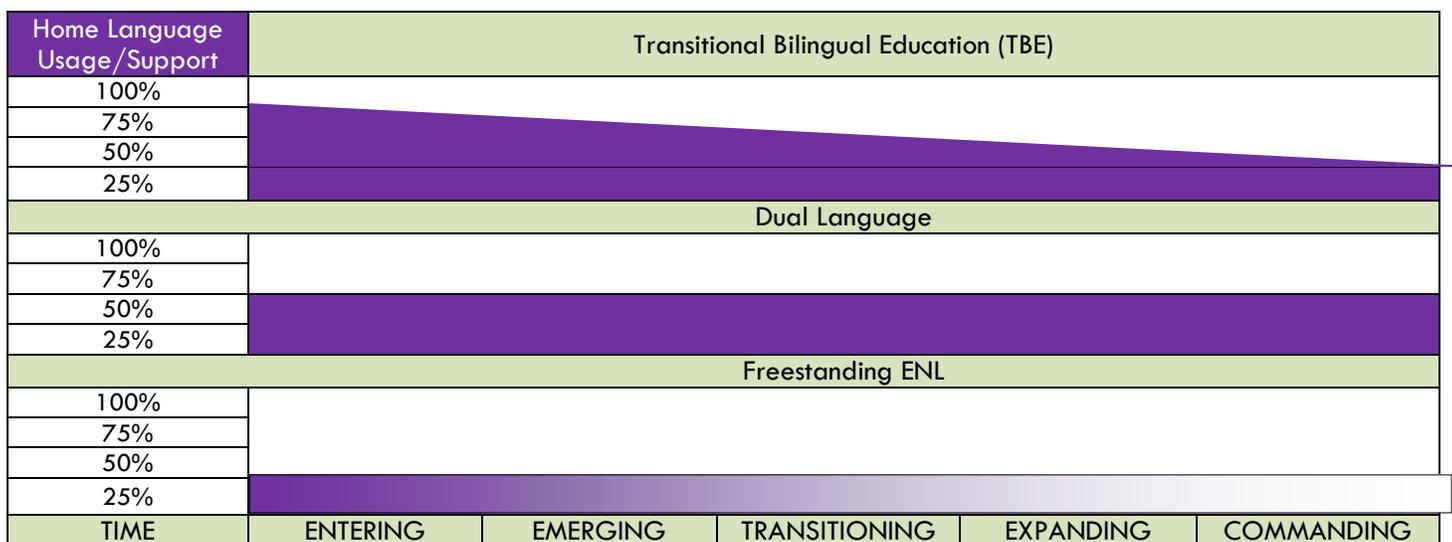


*Note: “other approved services” does not apply to New York City at this time.

CI Chart

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
- Each department maintains a tutoring schedule for all students. Students may attend on their own or are assigned by their teachers who see need.
 - Extended Day Services for credit recovery.
 - Extended Day Services for Concurrent Options in Aviation Technology to make up hours needs.
 - Title III- Before school program in ESL and content areas. See Title III Budget and Narration.
11. 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.
12. What new programs or improvements will be considered for the upcoming school year? Our ENL curriculum must be modified to further incorporate the Common Core Learning Standards. Teacher effectiveness strategies will be reviewed based on the Danielson Framework.
13. What programs/services for ELLs will be discontinued and why? No services will be discontinued.
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Instructional Materials
- Our free standing ENL 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- 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
- Paste response to question here:
17. Explain how the school ensures all required services/resources support and 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
School Activities prior to the start of the school year:

Our Principal facilitates our freshman orientation in late June 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. Moreover, incoming ENL students meet with the ENL coordinator, ENL AP, Guidance AP and Parent Coordinator. We provide them with printed translations of the Orientation materials such as "How to Get Back on Track", a pamphlet created by our guidance department, and we give them an overview of the ENL program, for example, why they may be receiving additional classes; what entitlements are afforded to them as ENL students; testing out of ENL status. If a student enrolls during the year, the ENL coordinator will welcome the student and provide him/her with all the information that was presented during the orientation meeting.

19. 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.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not have a dual language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
We have four licensed ENL teachers. All content area teachers are fully licensed in their content area. Professional Development Workshops are offered by the ENL AP and ENL Coordinator.
The AP English/ENL forwards all e-mail offerings directly to the ENL Teacher Team.
Here is our planned professional development offerings for our ELL teachers.

November PD - Looking at the NYSESLAT
December - Meeting the Needs of ELL Students
February - ELL Students and Reading Comprehension
March - ELL Students and Speaking
April - Monitoring ELL Progress
May - Setting Goals for the Following Year
June - Celebrating Best Practices for teaching ELL Students.

ELL - Teacher Team

Across the Content Area/Professional Development
English/ENL
Mr. Sirena (AP); Ms. Iacovou, ENL Coordinator; Ms. Haloulos; Mr. Dinan

Mathematics
Ms. Hoosak, AP; Ms. Busangia; Ms. Chew; Ms. Wenger; Mr. Guzman; Ms. Bahng

Social Studies
Ms. Torres; Mr. Pipas

Technology
Mr. Hussain; Mr. Gaskin; Mr. Boodram; Mr. Gonzalez; Mr. Fahardo; Mr. Gomez; Mr. Natal; Mr. Persad U.

Science:
Ms. Flaherty; Ms. Balakatounis; Mr. Taha

ISS
Ms. Ortiz, AP; Ms. Cantillo; Ms. Ida; Ms. Reilly; Mr. Cener; Ms. Bailey; Ms. Gutierrez; Mr. Lee

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
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 rigorous 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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff members who provide assist ELL students attend workshops with the ENL coordinator and AP to address the needs of ELL students, especially incoming ELLs. We focus on helping students to manage their time effectively.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Teachers receive the mandated 15% PD for ELL students in a number of ways. We provide workshops connecting with ELL issues on Chancellor PD days. The ENL coordinator works with ENL teachers and content area teachers to identify areas that need to be addressed with our teachers. Additionally, department APs will use at least two of their monthly PD days to discuss ENL-related issues.

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 ENL Coordinator/ENL and teacher request. Topics range from the LEP

Identification Process to the ENL and ELA Common Core Learning Standards: Meeting the needs of incoming freshmen; Performance Indicators; Skedula; SESIS; use of data to drive instruction; NYSESLAT; Vocabulary Across the Content Areas; Language Allocation Policy; and Sharing of Best Practices. Attendance is taken at our PDs and a record is kept with the ENL AP.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
We keep a log of meetings with individual meetings with parents, and annotate this information on our school's Daedalus data system.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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.
5. How do you evaluate the needs of the parents?
The parent coordinator and the ENL coordinator evaluate the needs of the parent by meeting with them and asking for their feedback.
6. How do your parental involvement activities address the needs of the parents?
 - 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/ENL works with the APG, Parent Coordinator and ENL Coordinator to ensure that letters to parents are translated in the home languages.
 - The Assistant Principal of English/ENL works with the APG, Parent Coordinator and ENL 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.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight 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 ENL program and all the content areas recognizes the needs of our ELL population and uses ENL 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 on our Quality Review each of the four times we were reviewed. We ranked "A" on the last eight consecutive Progress Reports.

School Name: Aviation High School		School DBN: 24Q610	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deno Charalambous	Principal		9/12/15
Peter Sirena	Assistant Principal		9/12/15
Cynthia Mafla	Parent Coordinator		9/12/15
Andrew Dinan	ENL/Bilingual Teacher		9/12/15
Cherise Parson	Parent		9/12/15
Andrea Haloulos	Teacher/Subject Area		9/12/15
Elizabeth Ritter	Teacher/Subject Area		1/1/01
Phryne Iacovou	Coach		9/12/15
	Coach		1/1/01
Michael Koumoullis	School Counselor		9/12/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
Ken Weinberg	Other <u>Data Specialist</u>		9/12/15
Steven Jackson	Other <u>APO</u>		9/12/15
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q610 School Name: Aviation High School
Superintendent: Elaine Lindsey

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

ATS reports, Student Emergency Cards

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

AL,AM,AR,BE,BG,BM,BS,CA,CE,CH,CN,DA,FR,GJ,GK,HA,HG,HI,IL,IN,IT,JA,KO,KS,ML,MN,MR,MY,N
E,NO,PA,PI,PJ,PL,PO,RO,RU,SC,SF,SI,SL,SP,TA,TG,TH,TI,TU,UD,UR,VC,VN,WO,

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and

services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

welcome letter (09/09/15), Parent-Teacher Conference Letter (11/12/15), Academic Intervention Letter (11/02/15, 02/08/15), Principal's Mailing (09/11/15), FAA Letter (03/15/15), Testing letters (01/19/15)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent-Teacher Conference, College Information Night, Open House, 5th Year Meeting, Parent Association Meetings, Attendance Teacher & Guidance Counselor

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translation services will be provided by the Translation & Interpretation Unit, an outside vendor is used for the Parent Association Meeting, website has on-demand interpretation option, services from the city.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor, in-house by school staff.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Language Palm Card distributed at staff meetings, via email.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Documents are posted & emailed to explain the services for translation, as well as offer the links.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

End of year parent survey & discussions with the Parent Coordinator.