



ABRAHAM LINCOLN HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 21K410
ADDRESS: Ocean Parkway and West Avenue
Brooklyn, NY 11235
TELEPHONE: 718-333-7400
FAX: 718-946-5035

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 21K410 **SCHOOL NAME:** Abraham Lincoln High School

SCHOOL ADDRESS: Ocean Parkway and West Avenue, Brooklyn, NY 11235

SCHOOL TELEPHONE: 718-333-7462 **FAX:** 718-946-5035

SCHOOL CONTACT PERSON: Michael Battista **EMAIL ADDRESS:** mbattis@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joseph Renna and Terrance Brock

PRINCIPAL: Ari A. Hoogenboom

UFT CHAPTER LEADER: Robert Polinsky

PARENTS' ASSOCIATION PRESIDENT: Trevor Bowes

STUDENT REPRESENTATIVE:
(Required for high schools) Momenul Mahim

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** Pelles Network

NETWORK LEADER: Kathy Pelles

SUPERINTENDENT: Linda Waite

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Ari A. Hoogenboom	*Principal	
Jennifer Baumfeld	*Principal or Designee	
Robert Polinsky	*UFT Chapter Chairperson	
Trevor Bowes	*PA/PTA President or Designated Co-President	
Momenul Mahim	Student Representative	
Terrance Brock	SLT Co-Chairperson	
Joseph Renna	SLT Co-Chairperson	
Clifton Clarke	Parent representative	
Jackie Bentham	Parent representative	
Kimberly King	Parent representative	
Valinda Noriega	Parent representative	
Jennifer Tokash	Faculty representative	
Ryan Fanning	Faculty representative	
Daniel Torkel	Faculty representative	
India McCurdy	Faculty representative	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Abraham Lincoln High School is a traditional comprehensive high school located in the Brighton Beach area of Brooklyn, New York. It has served the diverse needs of its students for over 70 years. Its current student body of 2550 is comprised of a diversity of cultural backgrounds from over 60 different countries with 28 languages spoken. The tone of the school is one of tolerance, understanding, cooperation, and universal respect. The faculty is well known for its nurturing care for all students; each individual is encouraged to reach his/her highest potential.

The school offers a wide variety of courses in all subject areas to meet the needs of all students. In addition to the required courses, students are encouraged to select from the many electives and Advanced Placement courses available. There are a number of special programs in the school aimed at providing instruction in both academic and career oriented areas. There are also a number of community organizations with which we partner including: **Kingsborough Community College, Young Adult Borough Centers, Jewish Board of Family and Children Services and Coney Island Hospital.**

Academically, students become members of distinct academies within the school. Entering ninth-grade students are members of the Ninth Grade Academy. Upon promotion, the ninth-graders choose from among three upper-grade academies: Humanities and Arts, Science, and Business. There is also an academy for Credit Recovery and separate programs for English Language Learners and for those with learning differences. Within these academies are specialized programs for Veterinary Science, Photography, and American History.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Abraham Lincoln High School				
District:	21	DBN #:	21K410	School BEDS Code:	332100011410

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<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	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					83.7	87.9	TBD		
Kindergarten				Student Stability: % of Enrollment					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2					91.8	91.4	TBD		
Grade 3				Poverty Rate: % of Enrollment					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5					38.7	47.7	55.4		
Grade 6				Students in Temporary Housing: Total Number					
Grade 7				(As of June 30)	2007-08	2008-09	2009-10		
Grade 8					7	59	TBD		
Grade 9	899	741	716	Recent Immigrants: Total Number					
Grade 10	872	821	863	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	455	539	520		139	131	128		
Grade 12	398	450	433	Suspensions: (OSYD Reporting) – Total Number					
Ungraded	4	1	1	(As of June 30)	2007-08	2008-09	2009-10		
Total	2628	2552	2533		170	153	176		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	184	163	131	Principal Suspensions	170	153	176		
No. in Collaborative Team Teaching (CTT) Classes	43	54	88	Superintendent Suspensions	28	18	19		
Number all others	115	121	80	<i>These students are included in the enrollment information above.</i>					

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	N/A	480	349
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	360	356	426	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	15	45	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	155	151	163
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	54	54	54
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	3	3
	101	60	34	Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.4	0.4	0.7	Percent more than two years teaching in this school	70.6	70.7	70.6
Black or African American	37.9	35.9	35.8	Percent more than five years teaching anywhere	61.9	67.5	68.4
Hispanic or Latino	22.3	22.2	21.3				
Asian or Native Hawaiian/Other Pacific Isl.	15.8	16.2	16.7	Percent Masters Degree or higher	75.0	78.0	80.0
White	23.7	24.6	25.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.5	90.4	90.5
Multi-racial	NA	NA	NA				
Male	58.6	57.3	56.1				
Female	41.4	42.7	43.9				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			√

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	X
	Math:		Math:	X
	Science:		Grad. Rate:	X

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				X	√	X	54
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				X	X		
Hispanic or Latino				X	√		
Asian or Native Hawaiian/Other Pacific Islander				√	√		
White				√	√		
Multiracial				-	-	-	
Other Groups							
Students with Disabilities				X	X		
Limited English Proficient				X	√		
Economically Disadvantaged				X	√		
Student groups making AYP in each subject				2	6	0	

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	√
Overall Score	54.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	8.3	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	11	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	32.9	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	2	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

- Students, in a safe environment, engage in learning within a Small Learning Communities ("SLC") structure, and appreciate the support they receive for their personal and academic development.
- Specialized support networks ensure that the academic and personal needs of students are addressed in order to promote student achievement.
- Student achievement has risen as a result of the SLC structure.
- At least 70% of Ninth graders have earned 10 or more credits in their first year in the last three years since implementing SLC's, up from 50%.
- Regents participation has increased as a result of curriculum redesign, parent outreach and increased student awareness of the importance of state testing.
- School climate continues to improve as serious discipline infractions decrease.
- Teachers regularly collaborate to examine student work, plan together and inter-visit classrooms to share best practices, all of which has a positive impact on learning.
- Common Planning Time and teacher teams dedicated to small groups of students within SLC's have enabled the school to identify and address deficiencies and then modify instructional practices.
- Administrators and teachers use a wide range of assessment data to monitor school level needs and create successful intervention programs to improve learning outcomes.
- Administrators and faculty must promote consistency in differentiating instruction based on data so that lesson planning reflects purposeful grouping of students with tasks leveled to maximize learning for all students.
- School leaders are to ensure that teachers and teams are utilizing data to set long and short – term learning goals that are measurable, time-based, and shared with parents and students to promote "ownership".
- The school will utilize a tracking form to monitor students' performance and progress over time to evaluate and modify instructional practices necessary to promote academic growth.
- The school will formalize structures for monitoring goals and action plans in a timely manner so that school-wide, class, and student goals can be adjusted to maximize achievement.
- The school continues to address the challenges of an ever increasing population of students with special needs as other large high schools are phased out.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

- Promote student engagement through differentiated instruction to improve pass rates in 2010-2011 over 2009-2010.
- Develop teachers' expertise in the effective utilization of data in order to expand their teaching repertoire with differentiated instruction, including purposeful grouping of students and tasks.
- Increase school-wide opportunities for credit recovery.
- Expand the grade level Inquiry Teams to involve 90% of the high school staff.
- Develop monitoring protocols to respond quickly to problems among students in terms of their credit accumulation, passing percentages and graduation rates, as well as to direct the modification of instructional practices to promote their academic growth.
- Create an Academy Culture at Abraham Lincoln High School.
- Increase Parent Involvement, especially with the PTA.
- Provide on-going Professional Development for administrators and faculty in the effective use of data to follow students' progress and provide differentiated instruction.
- Promote a culture of sharing best practices among pedagogues through intervisitations.
- Promote a culture of sharing best practices among pedagogues through creation of a mutual mentoring program whereby senior teachers pair up with junior teachers to learn from each others' strengths.
- In all grades, promote the use of student goal-setting, made in conjunction with their teachers' learning goals, so that students take an active role in their own progress.

SECTION VI: ACTION PLAN

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

N/A

Subject/Area (where relevant):

<p>Annual Goal 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Develop teachers’ expertise in the effective utilization of data in order to expand their teaching repertoire with differentiated instruction.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • 100% of teachers will engage in professional development around differentiated instruction • 50% of teachers will demonstrate differentiated instruction strategies in observed lessons and walkthroughs. • 50% of classrooms will reflect the use of resources to support differentiated instruction. • Data Specialist is posted in the UFT Teachers’ Center to assist teachers. • On-going group and individual faculty meetings feature DI • Professional Development in DI is given to all staff, with UbD training offered to specific teachers. <p>Target Populations: Faculty Responsible Staff: Principal, Cabinet, A.P.O & A.P. Technology for resources Timeline: 2010-2011 marking periods</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Identify resources that correspond to DI Installation of Smart/Promethian boards -- Technology budget Teacher common plan time and prep time</p>

	<p>Timelines: 2010-2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Funds set aside from SAF to support awards and recognition for outstanding achievement
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • After each activity stated above, the staff members involved will meet after each event to discuss how to improve future similar events

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	620	120	110	125	450	10	20	10
10	75	70	65	75	250	5	15	5
11	45	35	45	40	200		10	5
12	95	15	30	70	150		5	5

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Freshman Writing and Freshman Reading courses for all Ninth graders (Achieve 3000) Tutoring – Saturday and during lunch periods English Regents prep for seniors who failed Regents exam E6R class for students in lowest third</p>
<p>Mathematics:</p>	<p>MME, MMFR (Foundation Classes) during the day. Afterschool tutoring, tutoring during lunch periods Saturday tutoring 3-term ESL and Sped Classes</p>
<p>Science:</p>	<p>Make-up labs – after school Tutoring – Saturday Living Environment tutoring – Tuesdays/Thursdays After School</p>
<p>Social Studies:</p>	<p>Peer Tutoring Individual tutoring is offered by teachers upon student request. U.S. History Regents review for seniors who failed the exam. After school tutoring and Saturday Regents Review – U.S./Global Credit Recovery - semester long or time on task.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Individual counseling, academic advisement, attendance intervention, post-suspension conferences, parent conferences</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Initial reviews Individual counseling</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Pupil Personnel Team interventions, initial reviews, group counseling, individual counseling, at-risk resource room</p>
<p>At-risk Health-related Services:</p>	<p>504 services</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Abraham Lincoln High School-Language Allocation Policy 2009-2010

1. Language Allocation Policy Team Composition

There are nine members on Lincoln’s Language Allocation Policy Team: Jean Borelli-Assistant Principal LOTE/ESL/Art (Chinese,) Jacinta Leeper- ELL Team Leader and ESL Teacher, Rose Bellone-LAB/BESIS Coordinator and ESL Teacher (Spanish/Italian,) Ms. Usha Popuri-Librarian and Coordinator of the ELL Tutoring Program, (Hindi/Urdu), Janice Colon-Gonzalezi-Parent Coordinator (Spanish), Dina Felzer-Counselor (Russian), Hilma Shannon-Counselor (Spanish), Irina Katsyf (Russian) and Sharmin Sultana-Educational Paraprofessional (Bengali).

2. Current ELL Instructional Program

There is one ELL Instructional Programs at Lincoln- a Free-Standing English as a Second Language Program. All ESL classes are taught by New York State licensed ESL teachers. English is the only language spoken in all ESL classes.

3. Student Demographics

The following data was taken from the ATS New York City Public Schools Home Language Report for LEP (RHLA)

There are a total of 343 ELL students at Lincoln. Our ELL student population speaks 31 different languages The majority of our ELL students speak Russian, Spanish and Urdu. There is a total of 86 ninth graders, 117 tenth graders, 78 eleventh graders and 62 twelfth graders.

Table 1: Home Language Report

Language	9 th	10 th	11 th	12 th	Total
Albanian	0	2	4	0	6
Arabic	4	7	3	4	18
Armenian	2	1	0	0	3
Bengali	5	2	5	3	15

Burmese	2	0	0	0	2
Cantonese	0	7	6	8	21
Chinese-dialect unknown	1	2	0	0	3
Chinese-any	3	2	1	5	11
Dutch	1	0	0	0	0
French	1	3	0	1	5
French-Haitian Creole	1	2	1	1	5
GA	0	0	1	0	1
Georgian	1	2	1	0	4
German	0	1	0	0	1
Language	9 th	10 th	11 th	12 th	Total
Haitian Creole	3	4	5	0	12
Hebrew	0	0	1	1	2
Hindi	0	0	0	1	1
Korean	0	0	1	0	1
Malayalam	0	0	0	2	2
Mandarin	0	1	0	0	1
Nepali	0	0	0	1	1
Pilipino (aka Tagalog)	2	0	0	0	2
Polish	0	1	1	0	2
Portuguese	0	1	0	0	1
Punjabi	1	0	0	0	1
Russian	10	22	21	16	69
Spanish	32	32	11	10	85
Turkish	0	0	1	1	2
Ukrainian	0	2	0	3	5
Urdu	17	22	13	5	57
Uzbek	0	0	2	0	2
Totals	86	117	78	62	343

4. Parent Choice

During the 2008-2009 and 2009-2010 school year, the ELL programs offered at Lincoln reflected the program choices on the Parent Survey and Selection Form. All ELL students new to the schools in the New York City Department of Education completed the Parent Survey and Selection Form in their native language. All parents of incoming ELL students from Junior High School completed the Continued Entitlement Form. There were two trends in program choices. First, all the parents of the ELL students from junior high schools chose to continue services in the ESL Program. Second, almost all of the parents of students recently immigrating to the USA and newly enrolled in the NYC DOE school chose the ESL program as their first choice.

5. Assessment Analysis

Table 2: NYSESLAT Testing Results

ELL Students Scoring Beginning	ELL Students Scoring Intermediate	ELL Students Scoring Advanced	ELL Students Scoring Proficiency
68	188	83	45

Source: ATS Report LAB-R NYSESLAT Exam History (RLAT)

Table 3: Long Term ELL Students

<u>Total</u>	<u>Beginning</u>	<u>Intermediate</u>	<u>Advanced</u>
52	0	7	45

Source: ATS Years of Service Report (RYOS)

Table 4: SIFE Students

<u>Total</u>	<u>Beginning</u>	<u>Intermediate</u>	<u>Advanced</u>
34	2	19	13

Source: ATS SIFE Students Report (RSFE)

Table 5: ELA Regents Taken and Passed for ELL Students

Cohort	Grade	# of Students	Passed ELA	Percent Passed ELA	NotPassed/ Not Taken ELA	Percent NotPassed/ Not Taken ELA
2009	12th	73	10	.14%	63	86%
2010	11th	107	0	0	107	100%
2011	10 th	85	0	0	85	100%

Source: School Generated Data Tool

Table 6: Math Regents Taken and Passed for ELL Students

Cohort	Grade	# of Students	Passed Math	Percent Passed Math	NotPassed/ Not Taken Math	Percent NotPassed/ Not Taken Math
2009	12th	73	37	51%	36	49%
2010	11th	107	55	51%	52	49%
2011	10 th	85	20	24%	65	76%

Source: School Generated Data Tool

Table 7: Global Regents Taken and Passed for ELL Students

Cohort	Grade	# of Students	Passed Global	Percent Passed Global	NotPassed/ Not Taken Global	Percent NotPassed/ Not Taken Global
2009	12th	73	40	54%	33	45%
2010	11th	107	28	26%	79	74%
2011	10 th	85	0	0	85	100%

Source: School Generated Data Tool

Table 8: US History Regents Taken and Passed for ELL Students

Cohort	Grade	# of Students	Passed US History	Percent Passed USHistory	NotPassed/ Not Taken USHistory	Percent NotPassed/ Not Taken USHistory
2009	12th	73	22	30%	51	70%
2010	11th	107	0	0	107	100%
2011	10 th	85	0	0	85	100%

Source: School Generated Data Tool

Table9: Science Regents Taken and Passed for ELL Students

Cohort	Grade	# of Students	Passed Science	Percent Passed Science	NotPassed/ Not Taken Science	Percent NotPassed/ Not Taken Science
2009	12th	73	18	25%	55	75%
2010	11th	107	18	17%	89	83%
2011	10 th	85	2	.02%	83	98%

Source: School Generated Data Tool

Table 10: Results of the Spanish LAB by Percentile

# of ELLs	<u>1-10</u>	<u>11-20</u>	<u>21-30</u>	<u>31-40</u>	<u>41-50</u>	<u>51-60</u>	<u>61-70</u>	<u>71-80</u>	<u>81-90</u>	<u>91-99</u>
86	18	7	7	5	13	10	11	3	5	7

Source: ATS (RLAB) Lab Scores

b. What are the patterns across proficiency levels and grades?

1. Table 1 and 10- Spanish ELL Students: The number of the Spanish speaking has increased and surpassed the Russian ELL population. Currently, there are 86 ELL Spanish speaking students and 37 of these students scored below 41 percentile on the Spanish LAB indicating low literacy skills in their native language. Twenty-five of these students scored below the 21 percentile indicating extremely low literacy skills in their native language. _

2. Table 2, 3 and 4-SIFE and LTE: The largest group of students scored an intermediate level on the NYSESLAT. Of these 188 intermediate students, 26 were identified at SIFE or LTE. The second largest group of students scored on the advanced level. Of these 83 students, 53 were identified as SIFE or LTE. This is an indication of students in need of literacy intervention.

3. Tables 5,6,7,8,9- Regents: The 12th grade graduating cohort class is missing most of the required regents needed for graduation: 86% are missing the ELA; 49% are missing a math regents; 45% are missing the Global regents; 70% are missing the American History regents; 75% are missing a science regents. The 11th grade cohort is missing many of the 9th and 10th grade regents required for graduation: 49% are missing a math regents; 74% are missing the global regents; and 83% are missing a science regents.

a. What are the implications for the school's LAP and instruction?

The following areas need to be addressed by the LAP team:

- How will Lincoln address the academic needs of the students who scored below the 41 percentile on the Spanish LAB.
- How will Lincoln address the academic needs of the SIFE and LTE in all academic areas.
- How will Lincoln address the academic needs of the many ELL students in the 11th and 12th grade cohorts who are missing the required regents for graduation.

6. Instructional Program Component for ELL students, grades 9-12

a. Describe the ESL program

The ESL Program at Lincoln meets and exceeds the instructional time requirement of NYSED mandates. In our ESL Programs, all ESL classes meet five days a week for the entire school term. Each school year has two terms.

Beginning ESL Level

- Three 44 minute periods of ESL Level 1 daily each term (660 minutes weekly)
- Three 44 minute periods of ESL Level 2 daily each term (660 minutes weekly)

Intermediate ESL Level

- Three 44 minute periods of ESL Level 3 daily each term (660 minutes weekly)

- Three 44 minutes periods of ESL Level 4 daily each period (660 minutes weekly)
Advanced ESL Level
- One 44 minute period of ESL daily each term (220 minutes weekly)
- One 44 minute period of English daily each term (220 minutes weekly)

Materials:

Beginning ESL Levels:

Grammar Textbook: Side By Side 1 and 2, English in Action 1 and 2
 Literature/Content Series: Milestones-Book 1, Voices in Literature Bronze
 Adapted Novels
 ESL Beginning Classroom Library

Intermediate ESL Levels:

Grammar Textbook: English in Action Level 3 and 4, Active Skills for Reading 1-2
 Literature/Content Series: Milestones-Book 2, Voices in Literature Silver and Gold, Globe Literature Blue Level
 Academic Language: Achieve 3000 Internet Program, Milestones Level A Textbook
 Adapted Novels and Originals Novels
 ESL Intermediate Classroom Library

Advanced ESL Levels:

Textbook: Active Skills for Reading 3
 Literature Series: Milestones-Book 3, Globe Literature Levels-Red, Purple, Green, and Silver
 Academic Language: Achieve 3000 Internet Reading Program
 Originals Novels (English 9th grade Novel List)
 ESL Advanced Classroom Library

Research the English Language Instructional Program is based upon

Several documents and training experiences drive the instructional foundation of our English Language Instructional Program at Lincoln.

All the teachers teaching ESL at Lincoln High School are NYS certified in ESL. All of the teachers have been trained with the research for the Children First Initiative and the New York State Standards. Many of the ESL teachers at Lincoln were involved with several teacher training programs and returned to Lincoln and presented. The research and applications of the research which have influenced ESL instruction at Lincoln is listed below:

Documents from the New York City Department of Education

1. New Teacher and Paraprofessional Staff Development Program:
Children First Initiative, Cambourne's Conditions for Learning, Principles of Learning,
Balanced Literacy, Workshop Model Approach
2. CAB: Comprehensive Approach to Balanced Literacy

Documents from the NYS State Education Department

1. The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language
2. The Teaching of Language Arts to Limited English Proficient/English Language Learners: A resource Guide for All Teachers
3. New York City's Performance Standards for English Language Arts, English as a Second Language, and Spanish Language Arts

Documents from the ELL Teacher Training Programs attended by Lincoln teachers and administrators:

1. Text: Making Content Comprehensible for English Language Learners, The SIOP Model by Echevarria, Vogt and Short
Two-Year Training Program through the Department of Education and the Center for Applied Linguistics- Teacher training by Deborah Short
Professional Development Title: Sheltered Instruction and the AAELM (Accelerated Academic English Language Model) Program
2. Text: The CALLA Handbook-Implementing the Cognitive Academic Language Learning Approach by Chamot and O'Malley
Training through the Title VII STAR Institute, NYC Dept of Education
3. Text: The Training Manual for "Quality Teaching for Secondary English Learners"
Training through the Professional Development Institute/New York City English Language Learners Academy/Summer Institute 2004/ A collaboration between the New York City Department of Education and West Ed

4. Text: Training Manuals for RAMP-UP training using the Balanced Literacy Approach

Training through the New York City Department of Education and NCEE-National Center on the Education and the Economy/
Summer Institute 2003

Additional ESL Instruction to Students

Lincoln HS provides additional instruction and academic support to ELL students in ESL, English and the content areas through funding from the Title III. These services are provided to the students before their school day, during their lunch period, and after the school day. All of this academic instruction and assistance mentioned above is supplemental to the New York State required hours of instruction we provide ELL students as outlined in this document in the program description for the Title 3 Program. We have four supplemental Title 3 programs:

1. ELL Tutoring Program in the Library
2. ELL Acting Studio
3. ELL Enrichment Program
4. ELL Parent Advisory Committee Meeting Program (Students Attend)

Please note that the Assistant Principal of LOTE/ESL at Abraham Lincoln High School, supervises all of these programs.

Program descriptions:

Before and After School ELL Tutoring Program in the Library

In this program, teachers and educational paraprofessionals assist ELL students. Students come to the library before their school day starts and after their school day ends. Periods and days are provided based on student need and funding. They register for specific academic assistance and are assigned to a teacher or paraprofessional. Beginning ELL students are assigned to personnel who speak their native language. We have tutoring staff that speak Russian, Spanish, Chinese, Arabic, Urdu and Haitian Creole. Teachers have certified licenses in Math, English, ESL, Social Studies and Science. The librarian, Ms. Usha Popuri, supervises this program and trains the students in library research. All the teachers and paraprofessionals all work at Lincoln. This program employs one coordinator, twelve teachers and nine educational paraprofessionals.

ELL Acting Studio

Three teachers provide an alterative form of academic instruction. There are two groups of ELL students. Each group is working on a different production. One group writes their own scripts and performs for the school in the spring term. The other group uses a script and performs for the school during the spring tem. Each group works together after school. All the teachers work at Lincoln. This program employs three teachers.

ELL Enrichment Program

The ELL staff plan enrichment activities for ELL students. There is a college focus and there are annual trips to colleges like Stonybrook University, Albany State University, Pace College, New York University, St. Joseph's College, Brooklyn College and Kingsborough College.

Participating ELL students attend the Big Apple College Fair. They take cultural trips to the Statue of Liberty and various museums in New York City like the Brooklyn Museum and the Metropolitan Museum of Art. There is also an annual trip to the Repertorio Espanol.

ELL Parent Advisory Committee Meeting Program (Students Attend)

Ms. Jacinta Leeper coordinates the informational meetings for parents. She prepares the agendas and schedules speakers for the four meetings each year. Speakers include Guidance Counselors, the College Advisor, the Coordinator of Student Activities, and former students. Translators in Russian, Urdu, Chinese, Arabic and Spanish are present.

ELL Parent Component

All parents of ELL students are provided with information on standards and assessments for ELL students in the bilingual/ESL programs. We disseminate the information in the following ways:

1. ELL Parent Orientation: Parents of newly enrolled ELL students receive general information including standards and assessments upon registration. The LAB/BESIS Coordinator, Ms. Rose Bellone, holds orientation conferences with ELL parents upon registration. Each parent gets individual time and the opportunity to view the New York City's Department of Education's Video-Orientation Video for Parents of Newly Enrolled English. In addition, parents of new ELL students are invited to attend an Orientation Meeting in October and March.
2. ELL Parent Advisory Committee Meetings: All ELL parents are given a written invitation to the ELL Parent Advisory Committee Meetings which are held at Lincoln HS on the first Wednesday evening in October, December, March and May of each year. The topics include information on standards and assessments for ELL students. The invitations are written in several languages and translators are provided at these meetings in Russian, Urdu, Chinese, Arabic and Spanish.
3. English Instruction for ELL Parents: Lincoln HS provides English instruction to the parents of our ELL students. Classes meet on Saturdays from 10:00 a.m. to 12:00 p.m. The program begins in October and ends in May.
4. Community Involvement: The organization of the Jewish Board of Children and Family Services has been actively working with Lincoln ELL students and parents for over six years. Lincoln ELL students are participating in the Russian Adolescent Program (RAP.) Students receive individual and group counseling from a social worker on a weekly basis throughout the school year. These services are extended to the family unit. The Social Worker attends the ELL Parent Advisory Committee meetings to meet and talk with the parents of our ELL students. In addition, representatives from the New York Presbyterian Health Plan attend our parent meetings and discuss health care issues and free coverage for students.

Staff Development for the School Year 2009-2010

JUNE 2010

1. Common Planning Time and Teacher Teams (88 minutes a week): Lincoln High School has restructured into small learning communities. Advanced ELL students are placed into the Ninth Grade Academy or the Career Academies. Beginning and Intermediate ELL students are placed in the ESL Academy. All teachers working with ELL students are working on a teacher team and has common planning time. The teacher teams meet twice a week (88 minutes) for the entire school year. One meeting each week is dedicated to professional development. Topics include the following: Using the Protocol for Looking at Student Work, ARIS Data Tool, Implications of Data, Differentiated Instruction, Assessments, Understanding by Design and QTEL Strategies.

2. Department and Academy Conferences (2 hours a month): Twice a month, teachers attend a department conference and a academy conference. These meetings are dedicated to professional development. We focus on the action plans created by the teachers to address the low scores on the school's quality review.

3. Study Groups in the UFT Teacher Center: Workshops are offered in the UFT Center to assist teachers with the challenges of teaching.

4. TDHS-Talent Development High Schools: Lincoln has been working with TDHS through a grant with John Hopkins for three years. They have guided our restructuring efforts and provided the professional development to enable us to restructure. The TDHS team work with all school staff and present instructional workshops during the school day and after the school day throughout the school year.

5. ELL Training offered by the Community Local Support Organization: Lincoln's CLSO offers monthly workshops for teachers teaching ELL students. Ms. Hong-Ying Shen, QTEL Trainer, presents QTEL workshop at Lincoln and at the CLSO location. Ms. Marcie Mann, ELA Instructional Specialist, provided teachers with one-on-one professional development and demonstration lessons on differentiated instruction during the school year. Teachers are encouraged to attend and Lincoln pays for coverage.

b. Articulate the LAP-Language Allocation Policy

1. The LAP Team will meet on a monthly basis. Agenda, minutes and attendance will documents our work together. The Assistant Principal, plans the agendas and meeting dates.

2. Ms. Rose Bellone, Title III Coordinator, monitors all ELL students registering over-the-counter and junior high school admits. Over-The-Counter Admits complete a Home Language Survey. If they are eligible for ELL services, the parents and students see Ms. Bellone in 246. At that point, parents complete the Parent Survey and Selection Form and view the Parent Orientation Video. Students are placed in the selected program if it is available. If not, they are placed in the ESL Program. Students take the English LAB-R and the Spanish LAB-R. An ESL evaluation and placement are also made at this time. Students take test and interview with Ms. Bellone.

The NYSESLAT score is checked for any student that comes from the New York City school system and placed according to that score. Parents of admits from junior high school complete the Continued Entitlement Form and placement is based on the parent selection of programs. In May of each school year, Ms. Bellone facilitates the administration of the NYSESLAT to all ELL students and Special Education students mandated for ESL services. In September, Ms. Bellone reviews and checks ELL placement based on the NYSESLAT score. All teachers are notified of the NYSESLAT score of the students in their classes.

3. Newcomers are assigned a buddy to help them adjust to their new surroundings and school schedule and classes. Parents and students attend the orientation and parent advisory committee meetings to learn about the school and issues regarding the ELL student.

4. SIFE students are identified using the ATS Years of Service Report (RYOS) and the LTE are identified using the ATS SIFE Students Report. Each Beginning and Intermediate ELL student has two ESL teachers and there is on-going articulation between ESL teachers regarding the academic progress of ELL students. All ESL and ESL content area teachers meet in team teachers to discuss, plan and monitor student progress.

5. An ELL student who demonstrates an inability to function in the classroom is referred to Lincoln's social worker. The social worker works with the student in his/her native language to determine a reason for the inability to function. At that point, a referral can be made by the parent to have the student evaluated by the SBST Team. An alternative placement may include literacy classes in the Special Education, assignment of a paraprofessional, or placement in a resource room.

6. To address academic language development, intermediate and advanced ESL students work on the Achieve 3000 Internet Academic Language reading Program twice a week for a total of 88 minutes. This program was funded by SIFE Grant. Each ESL classroom has an ESL Library, reading level appropriate, containing fiction and non-fiction books. Beginning and Intermediate ESL students are using the Milestones textbook published by Heinle and Heinle. In this new textbook series, academic language and literature complement each other supporting language development.

7. Assessment of student progress and articulation among teachers teaching ELLs is on-going. ELL students who reach proficiency are prepared for the transition into English classes. Intermediate and advanced ESL classes and NLA classes incorporate the ELA standards and academic tasks into their curriculum. Long-term ELL students receive Academic Invention Strategies. These students are recruited to participate in tutoring with English teachers in the after school tutoring program, participate in the ELL Acting Studio and Drama Club, take trips to colleges for school tours, take cultural trips and work on the student translation team. Our goal is to keep them interested in learning, enrich their high school experience and use them to help younger students. If we keep them interested, they will remain school and achieve academically.

PROCESS USED TO IDENTIFY ENGLISH LANGUAGE LEARNERS:

Abraham Lincoln H.S. has identified and appropriately placed all eligible students as evidenced by:

INITIAL IDENTIFICATION (OVER-THE-COUNTER ADMISSIONS)

Translation Services: Translators are provided to parents upon beginning the registration process at Lincoln: Chinese, Spanish, Russian, Arabic, Bengali, Urdu, Hindi, Haitian-Creole
In addition, we access the DOE Translation Unit for over-the –phone interpretations.

1. Parents of new students who have a home language other than English are administered The **Home Language Identification Survey (HLIS)** by the Pupil Accounting Secretary. Everything flows from what the parent has written and signed at the time of intake. When one response indicating language other than English is marked in #1-4 combined with two responses indicating language other than English in #5-8, student must be LAB-R tested.
2. Students who have not been previously identified and whose home language is other than English will be referred to the Lab/Besis Coordinator for Assessment and Placement.
3. Evaluation by the Lab/Besis Coordinator includes a Review of the Home Language Survey, a brief interview with the Parent or Guardian, a personal interview and written test if needed to determine initial placement in ESL classes.
4. Once the Lab/Besis Coordinator has collected the HLIS from parents and has determined that a language other than English is spoken at home, then the student is administered a **Language Assessment Battery-Revised (LAB-R)**, which is a test that establishes English Proficiency level. Those who score at or below proficiency on the LAB-R become eligible for the state mandated services for ELLs.

5. In the spring, each ELL is administered the **New York State English as a Second Language Achievement Test (NYSESLAT)** to determine English proficiency. This test determines whether or not the student continues to qualify for ELL services.
6. All ELLs have been appropriately identified and appropriately placed within ten days of enrollment.

7. Sources commonly used are ATS Reports:

RLER – Lists of students who are eligible to take the LAB-R and the NYSESLAT

RNMR – NYSESLAT SCORES AND MODALITY BREAKDOWN

RLAT – ELLs NYSESLAT scores for the past three years and LAB-R scores for ELLs.

RBPS- BESIS PARTICIPATION REPORT – The Bilingual Education Student Information Survey is the official annual survey of those students that are identified as English Language Learners (ELLs) and eligible for bilingual or English as a Second Language (ESL) services.

RADP – ADMISSION, PRE-REGISTERED, DISCHARGES LIST

(New Admits –Codes 51 and 58)

This document was prepared by Rose Bellone.

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

21k410

Form TIII – A (1)(a)

Grade Level(s) 9-12 Number of Students to be Served: 449 LEP Non-LEP

Number of Teachers 20 Other Staff (Specify) 3 Guidance Counselors

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

JUNE 2010

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

1. Description of the ELL Academic Program at Lincoln

There are 459 ELL students registered at Lincoln High School. There are 423 General Ed, 13 with IEP receiving ESL services and 33 with IEP not receiving ESL services. Of this number, 153 are recent immigrants and arrived as Over-The-Counter admits since September 2009. There are 32 Languages spoken. The three largest language groups are Urdu, Russian and Spanish. There are 61 students identified as SIFE students, and 81 students identified as LTEs. Based on their score on the NYSESLAT or LAB-R, students are placed in small learning communities (SLC) within Lincoln. Students scoring at beginning and Intermediate levels are placed in the ELL Academy. Ninth graders scoring advanced are placed in the Ninth Grade Academy. All other advanced students choose an upper academy: Business Careers, Health Careers, or Arts and the Social Science Careers. When students receive an advanced score on the May NYSESLAT, they choose an SLC academy for the Fall term. Using the data from the Parent Survey and Program Selection Forms, the majority of parents have elected ESL as their first choice.

In the Free-Standing ESL Program, ELL students in ESL Beginning and Intermediate levels receive 660 minutes of ESL instruction weekly; they take three 44 minute periods of ESL daily five times a week. ELL Students in the advanced level receive 220 minutes of ESL instruction weekly; they take one ESL class daily five times a week. They also receive 220 minutes of ELA; they take one 44 minute period of ELA daily five times a week. All ESL classes are taught by NYS certified ESL teachers and all ELA classes are taught by NYS certified English teachers. ESL students also take ESL content classes in Math, Social Studies and Science. These teachers are NYS certified in their area, and they have knowledge of ESL methodology. All instruction is in English. Our English Language Instruction Program is based upon several bodies or research: NYS ESL Academic Learning Standards, NYS Teaching of Language Arts to LEP Learners-A Resource Guide for All Teachers and NYS ELA Academic Learning Standards, Sheltered Instruction Approach and the Principals of QTEL: Quality Teaching for Secondary English Learners.

NYSESLAT Level	ESL Class Codes	Minutes Weekly	# of Weeks	# of Days Meeting	Start Date	End Date	Teachers	Academy Assigned
Beginning	LAF/LAT LBF/LBT	660	36	5 days a week	9-9-09	6-14-10	B. Salzberg-Gingi/NYS ESL Certified (LAF) (LBT) M. Leeper/NYS ESL certified (LAF) J. Borelli/NYS ESL Certified (LAT) R. Bellone/ NYS ESL Certified (LAT) R. Timmer/NYS ESL Certified (LBF) D. Dikovsky/NYS ESL Certified (LBT)	Academy of English Language Learners
Intermediate	LCF/LCT LDF/LDT	660	36	5 days a week	9-9-09	6-14-10	L. Majmin/NYS ESL Certified (LCF) (LDT) M. Leeper/NYS ESL Certified (LCT)	Academy of English Language

							D. Dikovsky/NYS ESL Certified (LDF) R. Timmer/NYS ESL Certified (LDT)	Learners
Advanced (9 th Grade Students)	LESAT English Codes: E1-2	220	36	5 days a week	9-9-09	6-14-10	R. Bellone/ NYS ESL Certified B. Walls/ NYS English Certified	Ninth Grade Academy
Advanced (Grades 10- 11-12)	LE1-8 English Codes: E3-4-5-6- 7-8 based on grade	220	36	5 days a week	9-9-09	6-14-10	M. Carpenter/NYS ESL Certified All English teachers are NYS Certified.	Upper Academies: 1. Business Careers 2. Health Careers 3. Arts/Social Science Careers

Title III Program at Lincoln

All ELL students are invited to participate in the Title III After-School and Saturday Programs. On average, 180 ELL students are participating in the after-school classes, and 130 are participating in the Saturday classes. The After School Program focuses on Supplementary Academic Intervention. This program is offered from November to June. Classes focus on ELA, Math, and Science. All teachers are certified Content Area teachers and ESL/BL teachers. The Saturday Program is a Regents Prep program that will focus on the Regents that our ELL population will take. This program will serve our ELL students in the Fall and in the Spring. There will be 9 sessions in the Fall to prepare the ELLs taking Regents in January and 9 sessions in the Spring for ELLs taking Regents in June. Title III will pay for 25 hours of per session for a payroll secretary to complete all the per session payroll of the Title III staff.

An additional support program will be provided by Guidance Counselors using the Title 3 Funds. Guidance counselors will meet with small groups of ELL students to discuss to discuss academic achievement. Meetings will be provided in the native language using translators. Students will be educated on the expectations of students in the New York City High School System including grading policy, credit accumulation, testing, post-secondary plans, getting credits from high school in their country, review of transcripts, grading policy, graduation requirement, post-secondary plans and the college application process. Meetings will be planned after-school based on the availability of the counselor and the students' schedules. Thirty-five meetings are planned for the spring 2010 term.

You need to describe the trip – How many students? How many teachers? What is the admission fee per person? What is the focus of the trip? What curriculum (Standards) does it connect to that is part of the Title III Program? (Science, Math, Science, etc...) Explain the transportation for trips. If you plan to buy lunch for students you need to explain that school lunch is not available for this activity.

During the spring 2010 term, we are planning a trip with students and their parents to the American Museum of Natural History in New York City. The trip will take place on a school day to be determined. Twenty ELL students from Living Environment and Earth Science classes will be invited. Two teachers will accompany this trip: one Living Environment teacher and one Earth Science teacher. All students will focus on Standard 4 in the Learning Standards for Mathematics, Science and Technology: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science. The Living Environment students will focus on Key Idea 3: Individual organisms and species change over time. Students will understand the mechanisms and patterns of evolution. Earth Science students will focus on Key idea 1: The Earth and celestial phenomena can be described by principals of relative motion and perspective. Students will recognize patterns of daily, monthly and seasonal changes in their environment. Students will observe the relationships among air, water and land on Earth. The price for a is \$20.00. These prices include admission to the museum and a space show in Hayden Planetarium. Transportation will be provided by a coach bus. Snacks will be provided for students.

The following supplementary materials will be purchased with Title III funds to support these programs:

- Science Books
- Gateway to Science
- Student Book \$30.80 x 40 = \$1232.00
- Workbook with Labs \$16.50 x 40= 660
- Total \$1892.00

- Bilingual Dictionaries-Word for Word Translation
- (90 dictionaries x \$30 = \$2700.00)

- Photo dictionary
- Longman Photo Dictionary with audio CDs
- Student Book \$18.00 x 40 = 720.00
- Student Workbook \$14.00 x 40= \$560.00
- Total = \$1280.00

- Novels in the native Languages for NLA Clubs
- (60 novels x \$15.00 = \$900.)

- New York State Native Language Glossaries in Algebra, Trigonometry, Living Environment, Earth Science, Global and US History in Russian, Spanish, Urdu, Chinese, Arabic, **Haitian**
- (\$6.00 X 300= \$1,800)

- Longman Photo Dictionary with audio CDs
- Student Book \$18.00 x 25 = \$450.00
- Student Workbook \$14.00 x 25= \$350.00

- Total = \$800.00
- Instructional Supplies \$3028.33
- Markers, chart paper, scissors, pencils, tape, copy paper, overhead transparencies, construction paper, tape, glue, pens,
- White-out,

Title III After School Class Breakdown

AFTER-SCHOOL ELL PROGRAMS

	Name of Activity/ Pedagogues/Licenses	Language of Instruction	# of student participants	Day and Hours	#of Weeks	Start Date	End Date	Total Number of Hours for the School Year
1	<u>ALGEBRA CLASS</u> V. Beital/NYS Math Certified H. Schrieber, NYS Math Certified	English	25	Tuesdays Wednesdays Thursdays 10 th period (45 minutes)	34	11-1-09	6-10-10	153
2	<u>EARTH SCIENCE CLASS</u> J. Nicolas/NYS Earth Science Certified	English Haitian	10	Tuesdays and Thursdays 9 th period (45 minutes)	26	12-1-09	6-10-10	39
3	<u>ENGLISH REGENTS PREP CLASS</u> M. Rowe/NYS English Certified M. Carpenter/NYS ESL Certified	English	30	Tuesdays and Thursdays 9 th period (45 minutes)	17	2-4-10	6-10-10	51
4	<u>ESL PLAYWRIGHT/ACTING CLASS</u> D. Dikovsky/NYS ESL Certified 2 nd Lang: Russian L. Majmin/NYS ESL Certified M. Manfred/NYS English Certified Two performances in May	English Russian	20	Thursdays 3:30 to 4:30	18	1-7-10	5-15-10	54

5	<u>NLA HAITIAN CREOLE CLUB</u> K. Achille/NYS English Certified Native Haitian Creole Speaker NLA Book Club	Haitian	15	Wednesdays 2:45 to 3:45	25	12-1-09	6-10-10	25
6	<u>NLA SOUTH EAST ASIAN CLUB</u> U. Popuri/NYS Teacher of Library Science Native Urdu/Hindi/Bengali Speaker	Urdu Hindi Bengali English	20	Wednesdays And Fridays (10 th period) (45 minutes)	30	11-1-09	6-10-10	45
7	<u>ELL Book Club</u> Rhea Kristein/NYS English Certified	English	10	Tuesdays (9 th period) (45 minutes)	28	12-1-09	6-10-10	21
8.	<u>Counseling Meetings with Small Groups of Students</u> H. Shannon, ELL Guidance Counselor/NYS Certified Guidance Counselor, Native speaker of Spanish I. Katsyf, ELL Guidance Counselor/NYS Certified Guidance Counselor, Native speaker of Russian D. Felzer, ELL Guidance Counselor/NYS Certified Guidance Counselor, Native speaker of Russian	English Russian Spanish Translators will be provided In Urdu, Arabic, Chinese, Haitian, Bengali, Uzbek	18 1 hour meetings held after school	Tuesdays, Wednesdays, or Thursdays 2:30 to 3:30 or 3:30 to 4:30	175 (35 meetings x 5 students)	2-1-10	6-10-10	35

Title III Saturday Program Class Breakdown.

SATURDAY SCHOOL ELL PROGRAM

	Name of Activity/ Pedagogues/Licenses 2 nd Languages	Language of Instruction	# of student participants	Days and Hours Location	#of Weeks	Start Date	End Date	Total Number of Per-Session Hours for the School Year
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1	<u>NEWCOMERS ESL CLASS</u> R. Bellone/NYS ESL Certified 2 nd Lang: Spanish/Italian	English Spanish	20	Saturdays 9:00 to 1:00 Room 244	18	1-9-10	5-22-10	72
2	<u>NEWCOMERS ALGEBRA CLASS</u> V. Beital/NYS Math certified	English	30	Saturdays 9:00 to 1:00	18	1-30-10	5-22-10	72
3	<u>ALGEBRA CLASS</u> M. Simkhovich/NYS Math Certified 2 nd Lang: Russian	English Russian	30	Saturdays 9:00 to 1:00	18	1-30-10	5-22-10	72
4	<u>GEOMETRY CLASS</u> T. Gurtovnik/NYS Math Certified 2 nd Lang: Russian (Spring Term-Trigonometry)	English Russian	30	Saturdays 9:00 to 1:00	18	1-30-10	5-22-10	72
5	<u>ELA PREP FOR ESL STUDENTS</u> A. Dame/NYS English Certified	English	20	Saturdays 9:00 to 1:00	18	1-30-10	5-22-10	72

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

3. Description of the Professional development Program for Teachers

In the SLC structure, ESL teachers and content area teachers teaching ELL students meet daily in common planning time twice a week for 96 minutes weekly. They meet each week for the entire school year. In addition, teachers are engaged in professional development in the monthly Academy meeting and then again the monthly department meeting. Each meeting is 50 minutes and takes place once a month. The focus for professional development school-wide has been data inquiry leading to differentiated instruction. In the ELL Academy meetings and common planning time, these topics focus on the special needs of the ELL population at Lincoln. To assist in the delivery of professional development, Instructional Specialists from our Community Support Organization under Ms. Kathy Pelles have been recruited and begun work with the teacher teams early in the school year.

4. Professional Timeline and Topics

School Year 2009-2010

JUNE 2010

Dates	Meeting Times	Topics	Presenters
September 2009	Academy Conference (50 min. x 10 months= 500 minutes) Department Conference (50 min. x 10 months= 500 minutes) Common Planning Time (96 min weekly x 4 weeks= 384 minutes x 10 months = 3,840 minutes)	1. Date Inquiry at the Classroom level- Introduction #1 Presented by Jean Borelli 2. Differentiated Instruction- Introduction Presented by Jean Borelli 3. Strategies for Teaching English Language Learners Presented by Jean Borelli	J. Borelli, Assistant Principal
October 2009	Academy Conference (50 min.) Department Conference (50 min.) Common Planning Time (96 min weekly x 4 weeks= 384 minutes)	1. Date Inquiry at the Classroom level- Two Models:-Looking at the June results of the Global and US History Regents and their Implications for Instruction Presented by J. Borelli 2. Differentiated Instruction- How It Works Presented by J. Borelli 3. Teaching the Skills needed on the ELA regents and Content Area regents Presented by Hong-Ying Shen 4. Strategies for Teaching Task One of the ELA to ESL students Presented by J. Baumfeld 5. Strategies for Teaching English Language Learners Presented by Jean Borelli	J. Borelli, Assistant Principal Jennifer Baumfeld, Assistant Principal English Hong-Ying Shen, CLSO ELL Instructional Specialist
November 2009	Academy Conference (50 min.) Department Conference (50 min.) Common Planning Time (96 min weekly x 4 weeks= 384 minutes)	1. Date Inquiry at the Classroom level- Application- Identifying Your Lowest Third on ARIS Presented by J. Borelli 2. Differentiated Instruction- Increase Rigor through the Use of Bloom's Taxonomy	J. Borelli, Assistant Principal Jennifer Baumfeld, Assistant Principal English Hong-Ying Shen, CLSO ELL Instructional

		<p>Presented by J. Borelli</p> <p>3. Teaching the Skills needed on the ELA regents and Content Area regents</p> <p>Presented by Hong-Ying Shen</p> <p>4. Strategies for Teaching Task Two of the ELA to ESL students</p> <p>Presented by J. Baumfeld</p> <p>5. Strategies for Teaching English Language Learners</p> <p>Presented by Jean Borelli</p>	Specialist
December 2009	<p>Academy Conference (50 min.)</p> <p>Department Conference (50 min.)</p> <p>Common Planning Time (96 min weekly x 4 weeks= 384 minutes)</p>	<p>1. Introduction to Data Inquiry at the Department Level</p> <p>Presented by M. Mann</p> <p>2. Differentiated Instruction- Tiered Curriculum</p> <p>Presented by J. Borelli</p> <p>3. Teaching the Skills needed on the ELA regents and Content Area regents</p> <p>Presented by Hong-Ying Shen</p> <p>4. Strategies for Teaching English Language Learners</p> <p>Presented by Jean Borelli</p>	<p>J. Borelli, Assistant Principal</p> <p>Hong Ying Shen, CLSO</p> <p>ELL Instructional Specialist</p> <p>Marcie Mann, CLSO</p> <p>Instructional Specialist</p>
January 2010	<p>Academy Conference (50 min.)</p> <p>Department Conference (50 min.)</p> <p>Common Planning Time (96 min weekly x 4 weeks= 384 minutes)</p>	<p>1. Data Inquiry at the Department Level- Formulating a Question</p> <p>Presented by M. Mann</p> <p>2. Differentiated Instruction- Models of Tiered Lessons</p> <p>Presented by J. Borelli</p> <p>3. Strategies for Teaching English Language Learners</p> <p>Presented by Jean Borelli</p>	<p>J. Borelli, Assistant Principal</p> <p>Marcie Mann, CLSO</p> <p>Instructional Specialist</p>
February 2010	<p>Academy Conference (50 min.)</p> <p>Department Conference (50 min.)</p>	<p>1. Data Inquiry-Looking at the Data: NYSESLAT and the ELL Periodic</p>	<p>J. Borelli, Assistant Principal</p>

	<p>Common Planning Time (96 min weekly x 3 weeks= 288 minutes) Title 3 teacher team Meeting- After School (1 hour)</p>	<p>Assessment Presented by Jessie Leeper 2. Steps of Data Inquiry Presented by M. Mann 3. Differentiated Instruction- Writing Tiered Lessons using Ability Levels presented by Jean Borelli 4. Strategies for Teaching Task Three of the ELA to ESL students Presented by J. Baumfeld 5. Strategies for Teaching English Language Learners Presented by Jean Borelli 7. Preparations for the Quality Review Presented by Jean Borelli 8. 3. Teaching the Skills needed on the ELA regents and Content Area regents Presented by Hong-Ying Shen</p>	<p>Jennifer Baumfeld, Assistant Principal English Jessie Leeper, ELL Team Leader Hong Ying Shen, CLSO ELL Instructional Specialist Marcie Mann, CLSO Instructional Specialist</p>
<p>March 2010</p>	<p>Academy Conference (50 min.) Department Conference (50 min.) Common Planning Time (96 min weekly x 4 weeks= 384 minutes) Title 3 teacher team Meeting- After School (1 hour)</p>	<p>1. Data Inquiry-Looking at the Data: NYSESLAT and the ELL Periodic Assessment Presented by Jessie Leeper 2. Steps of Data Inquiry Presented by M. Mann 3. Differentiated Instruction- Writing Tiered Lessons using Learning Styles presented by Jean Borelli 4. Strategies for Teaching Task Four of the ELA to ESL students Presented by J. Baumfeld 5. Teaching the Skills needed on the ELA regents and Content Area regents Presented by Hong-Ying Shen 6. Strategies for Teaching English Language Learners Presented by Jean Borelli</p>	<p>J. Borelli, Assistant Principal Jennifer Baumfeld, Assistant Principal English Jessie Leeper, Pathway Coordinator Hong Ying Shen, CLSO ELL Instructional Specialist J. Borelli, Assistant Principal Hong Ying Shen, CLSO ELL Instructional Specialist Marcie Mann, CLSO Instructional Specialist</p>

		<p>7. Preparations for the Quality Review Presented by Jean Borelli</p> <p>8. Teaching the Skills needed on the ELA regents and Content Area regents Presented by Hong-Ying Shen</p>	
April 2010	<p>Academy Conference (50 min.)</p> <p>Department Conference (50 min.)</p> <p>Common Planning Time (96 min weekly x 3 weeks= 288 minutes)</p> <p>Title 3 teacher team Meeting- After School (1 hour)</p>	<p>1. Steps of Data Inquiry Presented by M. Mann</p> <p>2. Differentiated Instruction- Writing Tiered Lessons using Student Interest Presented by Jean Borelli</p> <p>3. Strategies for Teaching English Language Learners Presented by Jean Borelli</p> <p>4. Preparations for the Quality Review Presented by Jean Borelli</p> <p>5. Teaching the Skills needed on the ELA regents and Content Area regents Presented by Hong-Ying Shen</p>	<p>J. Borelli, Assistant Principal</p> <p>Hong Ying Shen, CLSO ELL Instructional Specialist</p> <p>Marcie Mann, CLSO Instructional Specialist</p>
May 2010	<p>Academy Conference (50 min.)</p> <p>Department Conference (50 min.)</p> <p>Common Planning Time (96 min weekly x 4 weeks= 384 minutes)</p> <p>Title 3 teacher team Meeting- After School (1 hour)</p>	<p>1. Steps of Data Inquiry Presented by M. Mann</p> <p>2. Differentiated Instruction- Writing Tiered Lessons using Bloom's Taxonomy Presented by Jean Borelli</p> <p>3. Strategies for Teaching English Language Learners Presented by Jean Borelli</p> <p>4. Preparations for the Quality Review Presented by Jean Borelli</p> <p>5. Teaching the Skills needed on the ELA regents and Content Area regents Presented by Hong-Ying Shen</p>	<p>J. Borelli, Assistant Principal</p> <p>Hong Ying Shen, CLSO ELL Instructional Specialist</p> <p>Marcie Mann, CLSO Instructional Specialist</p>

June 2010	Academy Conference (50 min.) Department Conference (50 min.) Common Planning Time (96 min weekly x 4 weeks= 384 minutes)	Reflection on Data and the Quality Review	J. Borelli, Assistant Principal
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Reference Texts used for Professional Development:

1. NYC DOE Children First Intensive Inquiry Team Handbook-Office of Accountability
2. Differentiating the High School Classroom by Kathie Nunley, Corwin Press
3. The Differentiated Classroom by Carol Ann Tomlinson, ASCD
4. Differentiated Instruction by Deborah Blaz, Eye on Education
5. Handbook on Differentiated Instruction for Middle and High Schools by Sheryn Northey, Eye on Education
6. Fifty Strategies for Teaching English Language Learners by Herrell and Jordan, Pearson

Parent Involvement

Parents of ELL students are invited to and participate in Three Title 3 programs. Our first program is the ELL Parent meetings. Five times each school year, our ELL leadership team provides educational meetings for the parents of our ELL students. To maintain our success with attendance at these meetings, parents receive an invitation letter in their native language, phone calls are made home in the native language and translators are provided at these meetings for many different language groups. Guidance counselors and ELL Team Leadership members provide the training. The topics include:

- Student schedules
- Report cards
- ELL Mandated testing
- Transcripts
- Credit accumulation
- Counseling issues
- Academic goals
- Social participation in clubs and school activities
- Regents
- Graduation
- College process.

Guest speakers include the College Advisor, Coordinator of School Activities, Parent Coordinator, and successful former students. Our second program is the English class for parents on Saturday. We are hoping to double the attendance by providing metro cards using the Title 3 funds this term. Third, the Parent Coordinator is working with the parents of the ELL Hispanic students. They meet before the monthly PTA meeting to discuss student and school issues, and then they join the PTA meeting where the Parent Coordinator functions as a translator for them.

AFTER-SCHOOL Title III ELL Parent PROGRAMS

	Name of Activity/ Pedagogues/Licenses	Language of Instruction	# of student participan ts	Day and Hours	#of Weeks	Start Date	End Date	Total Number of Hours for the School Year
1	<u>ENGLISH CLASS FOR PARENTS OF ELL STUDENTS</u> J. Schwartz/NYS ESL Certified	English	15	Saturdays 10:00 to 12:00	18	12-9-10	5-22-10	36
3	<u>ELL Parent Meetings</u> J. Leeper, Facilitator R. Bellone, ELL Compliance Coordinator H. Shannon, ELL Guidance Counselor I. Katsyf, ELL Guidance Counselor D. Felzer, ELL Guidance Counselor	Translators in Urdu Hindi Bengali Russian Spanish Arabic Chinese	Averag e 50 to 70	2 nd week in October- May	8 months	10-09	5-09	40

Title III will fund the per session salary of the ESL Parent Class teacher and the participants of the ELL Workshops. Refreshments and snacks will also be paid with Title III funds. The following materials will be purchased with Title III funds to support the Parent ESL Class and Parent trip:

- English in Action book
- English in Action Workbook
- Metrocards
- Admission Fees to trip

- Lunch
- Transportation - bus

During the spring 2010 term, we are planning a trip with students and their parents to the American Museum of Natural History in New York City. The trip will take place on a school day to be determined. Twenty ELL students from Living Environment and Earth Science classes will be invited. Two teachers will accompany this trip: one Living Environment teacher and one Earth Science teacher. All students will focus on Standard 4 in the Learning Standards for Mathematics, Science and Technology: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science. The Living Environment students will focus on Key Idea 3: Individual organisms and species change over time. Students will understand the mechanisms and patterns of evolution. Earth Science students will focus on Key idea 1: The Earth and celestial phenomena can be described by principals of relative motion and perspective. Students will recognize patterns of daily, monthly and seasonal changes in their environment. Students will observe the relationships among air, water and land on Earth. The price for a ticket is \$20.00. . These prices include admission to the museum and a space show in Hayden Planetarium. Transportation will be provided by a coach bus. Lunch will be provided for parents.

Form TIII – A (1)(b) 21K410

School: 21k410 Abraham Lincoln High School BEDS Code: 332100011410

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

Allocation Amount: \$63,160.00		
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) - Per session (Target: 60% of \$63,160=\$37,896.)	\$ 43,844.67	<u>After-School Program</u> Teacher x 388 hours x \$49.89 = \$19,357.32 <u>Saturday Program</u> Teachers x 360 hours x \$49.89 = \$17,960.40 <u>Parent Involvement</u> ESL Parent Class Saturday Program

		<p>1 teacher x 36 hours x \$49.89 = \$1,796.04</p> <p>Parent Workshops</p> <p>2 teacher x 8 hours x \$49.89 = \$798.24 3 guidance Counselors x 8 hours x \$53.63 = \$1,287.12</p> <p>1 secretary 25 hours x \$30.74 = \$768.50</p> <p>35 hours of per session for Guidance Counselors to support ELL Students: 1 counselor x 35 hours x \$53.63 = \$1,877.05</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. <p>(Target: 30% of \$63,160.= \$18,948.)</p>	<p>\$ 14,500.33</p>	<p><u>Supplementary Materials for After-School and Saturday Program</u></p> <p>1. <u>Science Books</u> Gateway to Science Student Book \$30.80 x 40 = \$1232.00 Workbook with Labs \$16.50 x 40= 660 <u>Total \$1892.00</u></p> <p>2. <u>Bilingual Dictionaries-Word for Word Translation</u> (90 dictionaries x \$30 = \$2700.00)</p> <p>3. <u>Photo dictionary</u> Longman Photo Dictionary with audio CDs Student Book \$18.00 x 40 = 720.00 Student Workbook \$14.00 x 40= \$560.00 Total = \$1280.00</p> <p>4. <u>Novels in the native Languages for NLA Clubs</u> (60 novels x \$15.00 = \$900.)</p> <p>5. New York State Native Language Glossaries in Algebra,</p>

		<p>Trigonometry, Living Environment, Earth Science, Global and US History in Russian, Spanish, Urdu, Chinese, Arabic, Haitian (\$6.00 X 300= \$1,800)</p> <p><u>Longman Photo Dictionary with audio CDs</u> Student Book \$18.00 x 25 = \$450.00 Student Workbook \$14.00 x 25= \$350.00 Total = \$800.00</p> <p>Instructional Supplies \$3028.33 Markers, chart paper, scissors, pencils, tape, copy paper, overhead transparencies, construction paper, tape, glue, pens, White-out,</p> <p><u>Parent Program</u></p> <p>English in Action book \$30 x 40 = \$1200 English in Action Workbook \$20 x 40 = \$800.00</p>
Other Parent Involvement	\$ 3,375.00	<p><u>ESL Parent Program</u></p> <p>Metro cards \$4.50 card x 18 weeks x 15 parents = \$1,215.00</p> <p>Parent Trip- Museum of Natural History Bus \$600.00 Admissions fee -\$20 x 20 parents = \$400.00 Lunch - \$ 160.00 Refreshments and snack for parents workshops and class \$1,000</p>
Travel Student Trip	\$1440.00	<p>Admission fee - \$20 x 25 students =\$500.00 \$20 x 5 teachers = \$100.00</p> <p>Bus \$600.00 Snacks \$240.00</p>
TOTAL	\$ 63,160.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The Assistant Principal, Jean Borelli, coordinates the school-wide translation effort. First, the languages of the ELL student population are identified by running the ATS-RHLA report. This report identifies the languages and the number of students in each grade for each language. We also run the ATS-RPOB report which identifies the names of the students and their home language codes. Second, we identify staff members who have second language abilities. We recruit upper grade students who want to assist us with translation. We create a translation team in the school building. When a translator is needed in any office during the school day, Ms. Borelli is called and translators, staff or students depending on the appropriateness of the situation, is identified and located and used to translate. Third, we ask every member of the school staff to complete a translation needs survey every year. They identify their translation needs. These findings are reviewed. Staff members are notified of the translation capabilities in the building, and they are also notified of the available services of the NYC DOE Translation unit. For example, translation services were available and ample at Lincoln's Open School Fall 2009. Open school letters inviting parents to Lincoln on open school days were provided in Spanish, Chinese, Russian, and Urdu. During open school, ATR teachers were available in Russian, Chinese and Spanish. A team of upper grade students were also available to assist parents with translation. These students spoke Urdu, Russian, Chinese, and Spanish. In addition, each staff member received the notification from the Translation Unit about the translation phone services available during open school hours. Fourth, all NYC DOE information that comes with translated versions are systematically printed in the appropriate languages and distributed to the students in their ESL classes.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

As reported in the response #1, we ask every member of the school staff to complete a translation needs survey every year. They identify their translation needs. These findings are reviewed. Staff members are notified of the translation capabilities in the building, and they are also notified of the available services of the NYC DOE Translation unit. Staff members have identified the following needs:

1. Teachers requested translators for home contacts.
2. Counselors and the Dean's Office requested Translators for student conferences and parent conferences.
3. Translators were requested for Open School Days.
4. Translations for signs and letters were requested by many offices.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

As reported in the response #1, the school has identified a team of adults including administrators, teachers, counselors and educational paraprofessionals. They function as the written translation team in the school building. They provide the needed written translations and are compensated using the translation funds when the translation job requires hours beyond the school day.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

As reported in the response #1, the school has identified a team of adults including administrators, teachers, counselors and educational paraprofessionals. They function as the oral translation team in the school building. They provide the needed oral translations and are compensated using the translation funds when the translation job requires hours beyond the school day.

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

Lincoln will meet the Notification Requirements- Section VII of the Chancellor's Regulations A-663 in the following ways:

- a. Each parent whose primary language is a covered language will receive a copy of the Bill of Rights and Responsibilities upon registration in the over-the-counter registration process at Lincoln.
- b. Each parent whose primary language is a covered language will receive a copy of the Bill of Rights and Responsibilities at Lincoln's ELL Parent Meetings.
- c. Each parent whose primary language is a covered language will receive a copy of the Bill of Rights and Responsibilities through a distribution to ELL students.
- d. A sign in each of the covered languages indicating the availability of interpretation services will be posted at the primary entrance of the school.
- e. The school's safety plan contains procedures for ensuring parents in need of language assistance are not prevented from reaching the school's administrative offices.
- f. Lincoln obtains from the Translation and Interpretation Unit signage and forms for the primary language that is neither English nor a covered language spoken by 10% of the children of the school.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		1841238	1841238
2. Enter the anticipated 1% set-aside for Parent Involvement:		18412.38	18412.38
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____5%_____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Teachers are offered opportunities to return to school in order to secure licensing in order to be highly qualified. In addition, where we were unable to hire teachers due to hiring freeze and had to make do with ATR or subs, we are attempting to hire fully certified and licensed teachers in the fall.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Abraham Lincoln High School agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. (See **Enclosure**)
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
 - 1. ALHS will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:**
 - a. Utilize monthly PTA meetings to discuss the joint development of its parent involvement and to communicate important information about the process.**
 - b. Hold meetings in addition to the PTA Meetings to discuss issues specific to Title IA funding (1 annual meeting to inform parents of Title I A status and at least two other meetings to involve parents in decision making).**
 - 2. ALHS will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:**
 - a. Utilize PTA meetings and other Title IA meetings held throughout the year to involve parents in the process of school review and improvement .**
 - 3. ALHS will hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. In keeping with its focus as a Schoolwide program, ALHS will invite all parents of students to this meeting, and will encourage them to attend by:**
 - a. Communicating information about the importance of their attendance via the Parent Newsletter, school phone messenger system and correspondence sent to their homes.**

4. **ALHS will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:**
 - a. **Providing informational workshops and presentations by school officials to parents during PTA meetings and other scheduled Title I meetings throughout the year.**

5. **ALHS will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:**
 - a. **Corresponding with parents via letters, email and in person meetings when possible to engage in a dialogue with parents regarding suggestions made.**

6. **ALHS will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:**
 - a. **Providing parents with information regarding State Regents exams and RCT's on their child's report card.**
 - b. **Disseminating information regarding the ARIS Parent Link computer program, which allows parents to view their child's academic information. In addition, ALHS will assist parents with utilizing the system by providing assistance through the school's ARIS Parent Administrator.**

7. **ALHS will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:**
 - a. **Corresponding with parents via mail, email, or the school's phone messenger system.**

8. **ALHS will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --**
 - **the state's academic content standards,**
 - **the state's student academic achievement standards,**
 - **the state and local academic assessments including alternate assessments,**
 - **the requirements of Part A,**

- how to monitor their child's progress, and
- how to work with educators:

a. Providing parent workshops during PTA meetings and Title I meetings that provide parents with the tools necessary to read transcripts and report cards correctly and understand all graduation requirements and school grading policies effectively. This information will be provided as much as possible in languages other than English. In addition, these workshops would be made available to parents of ELLs and former ELLs through separate meetings by the school's ELL Department.

9. ALHS will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

a. Expanding its efforts to encourage parents to utilize the Parent Lending Library, which contains resources in various languages that assist parents in helping their child with homework. The library also contains materials that help parents and students learn English. Parents will be encouraged to use this resource through the Parent Newsletter, PTA and Title I meetings and school correspondence.

b. Providing parents with family literacy workshops and resources for tutoring during PTA and Title I meetings.

10. ALH S will, with the assistance of its parents educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with , and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

a.Engaging in dialogue with parents about their suggestions through PTA and Title I meetings.

b. Presenting parent ideas to staff during staff meetings such as Department and Academy meetings.

11. ALHS will, to the extend feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

a. Inviting outside presenters to provide workshops and resources to parents at PTA and Title I meetings .

b. Providing opportunities for parents to visit the Parent Coordinator’s resource room and Lending Library and corresponding with parents regarding this via the Parent Newsletter, the schools phone messenger system, the school’s website etc.

12. ALHS will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

a. Utilize written correspondence such as the Parent Newsletter and the school’s phone messenger system to ensure that parents receive information in a timely and ongoing manner.

b. Utilize the New York City Department of Education’s Translation Unit and staff to translate documents for parents as much as is possible.

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

A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help students achieve the State’s high standards.

This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

Abraham Lincoln High School will:

I. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

a. Teachers will follow state adopted requirements for each subject.

b. Students will be offered remedial instruction as needed as well as enrichment activities that promote individual growth. Specifically this will occur through the expansion of the school’s tutoring program, credit recovery models such as PM school, review modules and Regents exam preparation classes.

2. Hold parent-teacher conferences (at least 2 annually) during which this compact will be discussed as it relates to the individual student's achievement. Specifically, these conferences will be held:

a. Twice a year during the school-wide parent-teacher conferences

b. At any other time deemed appropriate by the parent and teacher (via telephone conversations or scheduled appointments).

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

a. Report cards will be given out three times in each semester (a total of six times a year). Parents will be able to pick up report cards in person and speak to teachers twice a year during parent-teacher conference nights.

b. Parents will receive information regarding accessing the newly created ARIS parent link computer program, which will provide them with up to date information on their child's academic progress, resources for assisting their child in their learning and attendance information.

c. Parents may also be notified through phone calls from teachers or the school's phone messenger system if there is there is a marked change in a student's progress.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

a. During parent-teacher conference nights.

b. Via phone or email as appropriate (not during class time).

c. During times arranged by and agreed upon by the parent and teacher.

1. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

- Upon completions of the required background check.**
- At any time by, and agreed upon by the parent and teacher.**

Parent Responsibilities

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

- **Monitoring attendance.**
- **Making sure that homework is completed.**
- **Participating, as appropriate, in decisions relating to my child's education.**
- **Promoting positive use of my child's extracurricular time.**
- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.**
- **Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.**
- **Send my child to school on time everyday prepared and ready to learn.**
- **Taking advantage of opportunities to be a part of the school's success(i.e. attending PTA meetings and working with the PTA to improve parent involvement, volunteering my time in the school when needed and possible).**

Student Responsibilities

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

- **Do homework assigned and ask for help when I need to.**
- **Turn in homework on time.**
- **Read at least 30 minutes every day outside of school time.**
- **Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.**
- **Attend school daily and being on time.**
- **Follow school rules and being responsible for my own behavior .**
- **Try my hardest to be the very best that I can be.**

Section I: Schoolwide Program (SWP) Required Components

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

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

ALHS is in its fifth year of a self-instituted redesign to break our large comprehensive school into small learning communities. Each small learning community continually conducts needs assessments of its own community on an ongoing basis, with input from parents, staff and students. These assessments form the basis of programmatic and budgetary decisions which are aligned to address the performance of students in all communities.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

The school has adopted a small learning communities model that has begun to address such reform strategies. Together with our partner organization, Talent Development High Schools from Johns Hopkins University, our redesign efforts have reached 100% implementation. The school's professional development, staffing, programmatic and academic plans have all been redesigned with an eye to supporting the SLC model.

3. Instruction by highly qualified staff.

ALHS already has an extremely high percentage of highly qualified staff under NCLB. All hiring decisions are carefully planned to ensure that new staff placements and filling of vacancies falls within the HQ requirements of NCLB. Where staff do not meet requirements, plans will be made with individual staff members for them to become highly qualified within the next school year.

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

The principal will determine, through discussion with each constituency, ongoing professional development needs for all staff. A plan will be developed and implemented for each group to receive the professional development that is determined to be most necessary. In addition, we are working consistently to provide high quality professional development, particularly in the areas of curriculum redesign and differentiated instruction, to ensure all children are exposed to teaching and learning that meets their academic needs.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We will continue to develop partnerships with teacher training programs such as the Fellows program and the TOPS program to recruit highly qualified teachers. In addition, administrators are aware of the qualifications and use that knowledge to make strategic staffing decisions.

6. Strategies to increase parental involvement through means such as family literacy services.

- **Expand the use of the newly created Parent Lending Library, which contains resources in various languages that assist parents in helping their child with homework. The library also contains materials that help parents and students learn English. Parents will be encouraged to use this resource through the Parent Newsletter, PTA and Title I meetings, school website and general school correspondence.**
- **Provide parents with family literacy workshops and resources for tutoring during PTA and Title I meetings.**
- **In addition, the ELL Parent Advisory Committee meets monthly and provides parents with no or limited English skills an opportunity to come and learn about their child's progress. Translators are always available at these meetings.**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The adoption of Common Planning time for all teacher teams ensures that all teachers have a voice in decisions regarding instruction, assessment and placement of students.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The common planning time afforded to all teachers includes a 'kid talk' piece at least twice a week where teachers express their concerns with student behavior and progress and joint decisions are made to determine what services students will be referred for in a timely fashion.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

School staff and administration will meet regularly, up to once a week, to ensure seamless integration of required services. If possible, a special position will be created to allow for easier monitoring of the implementation.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			√			
Title I, Part A (ARRA)	Federal	√			1841238	√	pgs. 60-64
Title II, Part A	Federal			√			
Title III, Part A	Federal	√			N/A		pgs. 60-64
Title IV	Federal			√			
IDEA	Federal	√			229975	√	pgs. 60-64
Tax Levy	Local	√			9792143	√	pgs. 60-64

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

NCLB/SED Status: Restructuring (Advanced) **SURR³ Phase/Group (If applicable):** N/A

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

Not making AYP in certain subgroups in both ELA, Math and Graduation.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Tutoring, Saturday School, CPT meetings, SLC inquiry teams who’s focus is on specific sub groups to improve credit accumulation and regents results. Also special ELA classes and math foundations class have been created. Regents review classes and ESL transition classes have also been created.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

UFT teacher center as well as Assistant Principals creating classes to meet AYP and specific UBD project to help meet all student goals.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Teachers with 5 or more years of teaching experience will mentor new teachers with 5 or less years experience.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

ARIS, SKEDULA, Parent new letters.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

7 students

2. Please describe the services you are planning to provide to the STH population.

All new admits complete the McKinney-Vento questionnaire. Our guidance counselors interview our students in temporary housing, and ask them about their needs in terms of school supplies, toiletries, and clothes. Our Attendance Office staff will then put together care packages for the students.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Abraham Lincoln High School					
District:	21	DBN:	21K410	School		332100011410

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		83.7	87.9	88.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	Student Stability - % of Enrollment:			
Grade 4	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	0	0	0		91.8	91.4	88.8
Grade 6	0	0	0				
Grade 7	0	0	0	Poverty Rate - % of Enrollment:			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	741	716	741		38.7	55.4	55.9
Grade 10	821	863	786				
Grade 11	539	520	586	Students in Temporary Housing - Total Number:			
Grade 12	450	433	499	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	1	1	4		7	59	84
Total	2552	2533	2616	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					139	131	128

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	163	131	125	Principal Suspensions	170	153	199
# in Collaborative Team Teaching (CTT) Classes	54	88	113	Superintendent Suspensions	28	18	19
Number all others	121	80	66				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	480	349

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Early College HS Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD				

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	356	426	TBD	Number of Teachers	155	151	143
# ELLs with IEPs	15	45	TBD	Number of Administrators and Other Professionals	54	54	36

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	4	3	20
------------------------------------------------------------------------------------------------	-----------------------------------------	---	---	----

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	101	60	289	% fully licensed & permanently assigned to this school	100.0	100.0	99.3
				% more than 2 years teaching in this school	70.6	70.7	78.3
				% more than 5 years teaching anywhere	61.9	67.5	74.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	78.0	92.3
American Indian or Alaska Native	0.4	0.7	0.6	% core classes taught by "highly qualified" teachers	91.5	90.4	90.9
Black or African American	35.9	35.8	34.1				
Hispanic or Latino	22.2	21.3	20.7				
Asian or Native Hawaiian/Other Pacific	16.2	16.7	17.9				
White	24.6	25.0	26.6				
Male	57.3	56.1	56.0				
Female	42.7	43.9	44.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	v	X	54
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				X	X	
Hispanic or Latino				X	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				v	v	
Multiracial				-	-	-
Students with Disabilities				X	X	
Limited English Proficient				X	v	
Economically Disadvantaged				X	v	
Student groups making				2	6	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:				NR
Overall Score:	50.8	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	7.8	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	8.7	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	31.3					
<i>(Comprises 60% of the</i>						
Additional Credit:	3					

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster B.E.S.T. CFN 308	District 21	School Number 410	School Name Abraham Lincoln H.S.
Principal Ari A. Hoogenboom		Assistant Principal Devorah Tedeschi	
Coach		Coach	
Teacher/Subject Area Rose Bellone/ESL		Guidance Counselor Irina Katsyf	
Teacher/Subject Area Monica Leeper/ESL		Parent	
Teacher/Subject Area Faith DiAngelis/Science		Parent Coordinator Janice Colon-Gonzalez	
Related Service Provider		Other	
Network Leader Cathy Pelles		Other Dinara Felzer, Counselor	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	11	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	2656	Total Number of ELLs	462	ELLs as Share of Total Student Population (%)	17.39%
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Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Initial Identification: The school reviews all incoming students from outside the NYC school system including those from private and parochial schools through administration of the HLIS form. Our LAB/BESIS coordinator, Rose Bellone, a certified ESL teacher, conducts the intake interviews at registration, administers the HLIS form and determines eligibility for the LAB-R examination. When needed, parents are provided with an interpreter either from the school staff or through the oral interpretation services of the NYCDOE translation and interpretation unit. During registration Ms. Bellone determines whether students are eligible for the LAB-R exam, whether they are SIFE, and conducts a parent orientation conference. She explains the LAB-R exam to parents, outlines the choices they have if their child is entitled, gives parents the NYCDOE parent brochure, “A Guide to for Parents of English Language Learners” and describes the services and programs available to entitled ELL students. Parents are offered the opportunity to view the NYCDOE orientation video for parents of newly enrolled ELL students and are given the parent survey and selection form to complete. Parents are invited to an additional orientation meeting in October and March conducted by Jacinta Leeper a certified ESL teacher and the ELL Academy Pathway Coordinator with Rose Bellone and Janice Colon-Gonzalez, our parent coordinator. Ms. Bellone also organizes the Spring NYSESLAT administration which is administered to all entitled ELL students in ESL classes. Ms. Bellone does additional “make up” testing for student who were absent and for students with disabilities who are entitled but are not enrolled in ESL as dictated by their IEP.

In addition to the initial orientation at registration, the school makes sure parents understand their program choices at follow up ELL parent advisory committee meetings, scheduled 4 times a year in October, December March and May. These meetings give parents additional information about parent choices, standards and assessments for ELL students and information on how to support their child’s education. Written invitations to these meetings are translated into multiple languages and interpreters are available during meetings in Russian, Urdu, Chinese, Arabic and Spanish.

Ms. Bellone tests all eligible students with the LAB-R examination in English and Spanish when appropriate. Those students who are entitled to services based on this exam are programmed for services according to the Part 154 regulations and the parent survey and selection form. Letters to inform parents of incoming students of initial entitlement or of non-entitlement are sent out continuously throughout the school year as student enroll. Letters of continued entitlement or “no longer entitled” letters, based on the Spring NYSESLAT are sent out in September for parents of continuing students. These letters give parents of continuing students a chance to review the program choice for their child.

Our program is aligned with the parent requests in the parent survey and selection form which parents complete at registration and the responses to the continued entitlement letters. Very few parents request a bilingual program. Of the 105 newly arrived students this year, only one parent, with a home language of Spanish, requested a bilingual program for an incoming 9th grade student. This has been the trend over the past few years.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

- | | | | | | | | | | | | | | |
|---|--------------------------|---|--------------------------|---|--------------------------|---|-------------------------------------|----|-------------------------------------|----|-------------------------------------|----|-------------------------------------|
| K | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | | |
| 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 | <input type="checkbox"/> | 9 | <input checked="" type="checkbox"/> | 10 | <input checked="" type="checkbox"/> | 11 | <input checked="" type="checkbox"/> | 12 | <input checked="" type="checkbox"/> |

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Self-Contained										15	10	10	5	40
Push-In										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	15	10	10	5	40

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	462	Newcomers (ELLs receiving service 0-3 years)	362	Special Education	43
SIFE	61	ELLs receiving service 4-6 years	49	Long-Term (completed 6 years)	55

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	362	40	6	49	15	10	55	10	34	466
Total	362	40	6	49	15	10	55	10	34	466

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

C. Home Language Breakdown and ELL Programs

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

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
Other										0	0	0	0	0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										29	29	12	20	90
Chinese										6	37	10	1	54
Russian	0									31	21	17	16	85

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali										5	5	1	5	16
Urdu										21	23	21	20	85
Arabic										8	9	6	1	24
Haitian										9	5	1	8	23
French										2	1	0	2	5
Korean														0
Punjabi										1	1	0	1	3
Polish														0
Albanian										0	1	0	0	1
Other										15	31	17	13	76
TOTAL	0	127	163	85	87	462								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Program Model

Abraham Lincoln High School has a freestanding ESL program that serves grades 9-12. All services are delivered in self-contained ESL classes that are homogeneous by English Language proficiency level but mixed grade level. The beginning and intermediate ESL students receive one double period of ESL and one single period of ESL. All advanced students receive one period of ESL and one period of English Language Arts. All classes meet 5 days a week for the entire semester. Each school year has 2 semesters. This ensures that all students receive ESL services that exceed the Part 154 mandates for ESL instruction.

Beginning ESL level

- Three 44 minutes periods of ESL Level 1 daily each term (660 minutes weekly)
- Three 44 minute periods of ESL Level 2 daily each term (660 minutes weekly)

Intermediate ESL level

- Three 44 minute periods of ESL Level 3 daily each term (660 minutes weekly)
- Three 44 minute periods of ESL Level 4 daily each term (660 minutes weekly)

Advanced ESL Level

- One 44 minute period of ESL daily each term (220 minutes weekly)
- One 44 minute period of ELA daily each term (220 minutes weekly)

During the Fall term of 2010 all 10th and 11th grade ELL students are programmed for an additional 44 minute period of ELA for a total of 440 minutes weekly of ELA instruction weekly in addition to 220 minutes weekly of ESL.

Content Instruction

Students in the ELL Academy receive content instruction in English in designated ESL content area classes taught by licensed content area teachers. These teachers have received QTEL training from the Community Learning Support Organization and from the NYCDOE as well as additional training in ESL methodology from the staff developers from the CLSO, the NYCBETAC and other organizations

SIFE

Our SIFE students receive free-standing ESL services which exceed the mandates. Those at the intermediate level receive an additional daily period of ESL in excess of the part 154 mandates to increase English language development. Content Area teachers of SIFE students use Destination Math for algebra and the Visual Learning Program for Living Environment and Earth Science which were purchased through SIFE grants. These materials provide support through specialized software that adds a visual and skill-based component to instruction. SIFE students are encouraged and recruited to attend tutoring during the school day, afterschool and Saturday by our ESL and content teachers. They are also identified for peer tutoring which we organized during the school day and as part of the Title III afterschool program. This allows for student to receive language support from peers in both English and their native language. Our entitled SIFE population (61 students) is comprised of multiple home language groups: 6 Arabic speaking, 3 Bengali, 3 Haitian Creole, 1 French, 2 Nepalese, 11 Russian, 22 Spanish, 9 Urdu, 1 Ukranian, and 3 Uzbeki. We support their native languages through identifying and using materials in the native language for additional academic support. We also have afterschool clubs: the Southeast Asian, Hispanic, Chinese and Haitian clubs where students engage in social activities, service learning and academic activities. These activities encourage student attendance and academic success. The ELL academy has three designated counselors who are fluent in Russian and Spanish. They support the students not only through counseling, but also by teaching lessons in ESL classes on such topics as high school graduation requirements and how to read and understand a transcript. They also work with the school social workers to provide additional support to subgroups such as our SIFE and LTE students. For example, our Bilingual Spanish Social worker has reached out to the Spanish speaking SIFE population and is forming a counseling group for these students. Our bilingual Spanish guidance counselor has an afterschool Spanish counseling group that includes ELL student, many of whom are SIFE. Many of our intermediate and Advanced SIFE students participate in the Icouldbe.org on-line ementoring program through the Icouldbe.org organization. This program has students complete a curriculum on skills to succeed in high school and post-secondary planning with the support of their classroom teacher and outside ementors from various careers.

Another focus of our SIFE program is to address the needs of SIFE student who are repeating one or more grade. Thirty-two percent, 20 of our 61 entitled SIFE students are repeating one or more grade. We use our peer tutoring program to enhance our Title III afterschool and Saturday program. Our Title III program allows our teachers to provide additional instruction, especially in the areas of English and Math. Using peer tutors afterschool to work with the Title III teachers and to work one-on-one with struggling SIFE and LTE students helps us give additional support to this target group.

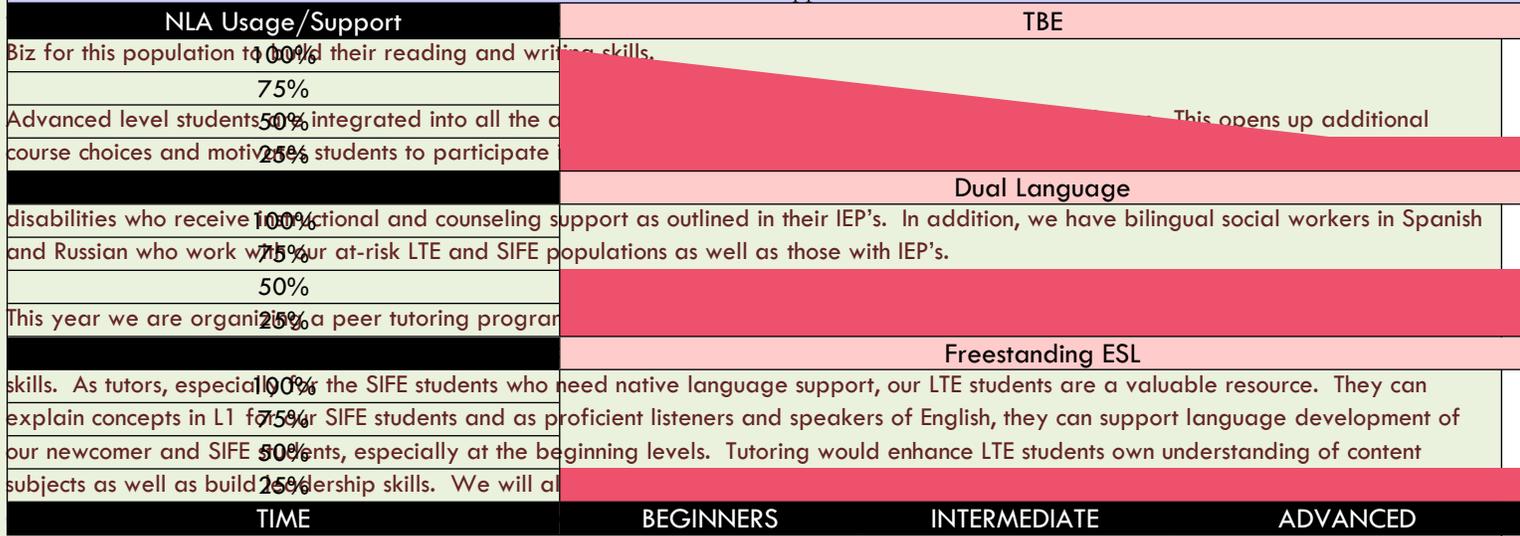
Newcomers: The majority of our newcomers are in the beginning level of ESL and receive three period of ESL daily. They have the opportunity to receive tutoring by teachers during the school day, afterschool and on Saturdays in both ESL and the content areas. They are also targeted for our school day peer tutoring program where monolingual students and more proficient ELL students tutor the newcomers in English and in the content areas. This year we are implementing 20 minute periods of independent reading two days a week in the double-period ESL classes in all levels of ESL. We are using this time to teach students reading comprehension strategies, to build literacy and to allow for teachers to lead small reading groups. While we implemented this for all ELL students, we wanted to make sure that our newcomers were building literacy and had the opportunity to read at their individual independent reading levels. Content area teachers are also incorporating independent reading into their classrooms to build student reading fluency and content area knowledge by giving them an opportunity to read at their individual reading level. These students also participate in the afterschool native language clubs which help motivate students to feel part of the school community.

ELL students with 4-6 years. The majority of these students are in the advanced ESL program. They receive one period of ESL and one period of ELA. Because their needs are similar their instructional program is the same as that of the Long Term ELL students described below.

Long term ELLS

Native Language Arts and Native Language Support

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



In addition, we have an mentoring component to our Advanced ESL program especially for our LTE students. We will be partnering with an organization called Icouldbe.org who provides an on-line curriculum related to adjusting to high school and post-secondary planning, called "Making the Most of Your High School Experience." Students are matched with ementors from outside organizations such as E*Trade and Goldman Sachs and once a week they communicate with that mentor. They receive up to 3 mentors over the course of the year, depending on their career goals. Based on research by Drexel University, this program has had success at improving students' decision-making skills and sense of self-efficacy. This means that as students engage with their online mentors, their ability to cope and succeed in school increases as a result of mentoring.

Special Needs

Students with special needs receive ESL classes according to the mandates of their IEP. Those mandated for ESL receive the same services as other entitled ESL services. If their language needs warrant bilingual support, students with disabilities receive the support of a bilingual paraprofessional. Other student receive counseling and speech depending on their IEP. Students with disabilities also participate in all the tutoring programs available to ELL students. These include during the day, afterschool, Saturdays and peer tutoring

B. Programming and Scheduling Information--Continued

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

FOR TBE /DL PROGRAMS:
Native Language Arts

45 minutes per day

45 minutes per day

45 minutes per day

Targeted intervention programs

ELL students who are scheduled to take the ELA and Math Regents are scheduled for afterschool prep classes. Students are offered afterschool tutoring by teachers in ESL, Math, Science and Social Studies. If resources allow we plan to purchase the Achieve 3000 program for our ELL students which they can access in class and at home to build literacy and expository writing. Achieve 3000 will be implemented in advanced classes to target the LTE students and students with 4-6 years of service who need to develop reading and writing skills. Visual Learning and Destiny Math are used with the newly arrived and SIFE students to provide additional skill-building in the content areas.

Transition support

Students who have tested out of ESL for one or two years still need continued support. They continue to be programmed in designated ELL content classes to receive instruction from content teachers who are trained in using ESL methodology. They also continue to receive counseling from the ELL academy guidance counselor assigned to them when they entered school. These counselors monitor their progress to make sure they are getting the support they need to be successful. As former ELLs they are eligible to continue in the Title III instructional and tutoring program and are often more comfortable asking the ESL and content teachers from the ELL academy for tutoring.

New Program

One new program we would like to develop in the Spring, if budget allows, is to offer a NLA class in Russian, Chinese and Spanish. This would allow for literacy development of our SIFE and newly arrived population while at the same time building content knowledge about literature and essay writing that is critical for our LTE population. All subgroups struggle to pass the ELA and other Regents examinations. Using NLA classes to boost content knowledge and academic language will support all subgroups. At the moment the only language elective available for ELL students is Spanish as a Foreign language.

Access

ELL students have access to the same programs as the monolingual students. They have a Regents-based curricula and a complete schedule of academic courses. The ELL Academy students have access to the same facilities as all students in the school including computer rooms and a library. The ELL academy has laptops for classroom use, promethean boards in the classrooms and specialized software from the Visual Learning and Destiny Math programs. Where available, we purchase review books and other materials in the Native language to support the academic classes. All support services and instructional programs are appropriate for high school students.

Before school year activities

New arrivals who enroll in our school before the summer are encouraged to attend Title III summer programs where offered and are counseled to attend language programs offered by CBO's during the summer.

C. Schools with Dual Language Programs

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

NA

D. Professional Development and Support for School Staff

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

Professional Development

1. Common Planning Time and Teacher Teams (88 minutes a week): Lincoln High School has restructured into small learning communities. Advanced ELL students are placed into the Ninth Grade Academy or the Career Academies. Beginning and Intermediate ELL students are placed in the ESL Academy. All teachers working with ELL students are working on a teacher team and have common planning time. The teacher teams meet twice a week (88 minutes) for the entire school year. One meeting each week is dedicated to professional

development. Topics include the following: Using the Protocol for Looking at Student Work, ARIS Data Tool, Implications of Data, Differentiated Instruction, Assessments, Understanding by Design and QTEL Strategies. These sessions are led by the Pathway Coordinator, Jacinta Leeper an experienced ESL instructor with Qtel training and Devorah Tedeschi, the Assistant Principal of ESL, an experienced staff developer with Qtel training.

2. Department and Academy Conferences (2 hours a month): Twice a month, teachers attend a department conference and an academy conference. These meetings are dedicated to professional development. We focus on the action plans created by the teachers to address the low scores on the school's quality review.

3. ELL Training offered by the Community Local Support Organization: Lincoln's CLSO offers monthly workshops for teachers teaching ELL students. Ms. Patricia Pinkerton, ELA Instructional Specialist provides professional development on building literacy and differentiating instruction to all teachers of ELLs.

4. Transition of Students to High School: Students coming from junior high are assigned a designated 9th grade counselor. This year the counselor is a Russian Bilingual Guidance counselor. She works one-one one to counsel students and provides guidance lessons in English and ESL class. Teachers of ELLs work together during common planning time to address the needs of students. This team organizes and develops the peer tutoring program to give students academic and social support. 100 ELL students will also be part of the Icouldbe.org ementoring program which includes a curriculum on transitioning to high school. Topics in this on-line curriculum include such issues as time management. Student move through the curriculum at their own pace during weekly sessions with support from their teachers and an ementor.

6. Jose P. training: Training for teachers across the school on ELL strategies include: intervisitations to classrooms using ESL methodology, Chancellor's Conference Day workshops including presentations by our Network Cluster (B.E.S.T- Community LSO), professional development at Faculty Meetings, and joint Department conferences on the teaching of ELLs with the teachers in the ESL department sharing best practices with teachers in the content area departments. All teachers have a subscription to the Marshall Memo, a weekly collection of professional articles on pedagogy which are discussed at department conferences. This memo regularly includes articles on the instruction of ELLs that are discussed in academy and department meetings.

E. Parental Involvement

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

ELL Parent Component

All parents of ELL students are provided with information on standards and assessments for ELL students in the bilingual/ESL programs. We disseminate the information in the following ways:

1. ELL Parent Orientation: Parents of newly enrolled ELL students receive general information including standards and assessments upon registration. The LAB/BESIS Coordinator, Ms. Rose Bellone, holds orientation conferences with ELL parents upon registration. Each parent gets individual time and the opportunity to view the New York City's Department of Education's Video-Orientation Video for Parents of Newly Enrolled English. In addition, parents of new ELL students are invited to attend an Orientation Meeting in October and March.

2. ELL Parent Advisory Committee Meetings: All ELL parents are given a written invitation to the ELL Parent Advisory Committee Meetings which are held at Lincoln HS on the first Wednesday evening in October, December, March and May of each year. The topics include information on standards and assessments for ELL students. The invitations are written in several languages and interpreters are provided at these meetings in Russian, Urdu, Chinese, Arabic and Spanish. These meetings serve as a way to gauge and address the needs of parents. Because oral interpreters are available, these meetings serve both as a means to address a specific topic and as an open forum for parents to voice their questions and concerns. We also evaluate the needs of parents through questionnaires disseminated at school events, ELL parent meetings and mailings home.

3. English Instruction for ELL Parents: Lincoln HS provides English instruction to the parents of our ELL students. Classes meet on Saturdays from 10:00 a.m. to 12:00 p.m. The program begins in October and ends in May.

4. Community Involvement: The organization of the Jewish Board of Children and Family Services has been actively working with Lincoln ELL students and parents for over six years. Lincoln ELL students are participating in the Russian Adolescent Program (RAP.) Students receive individual and group counseling from a social worker on a weekly basis throughout the school year. These services are extended to the family unit. The Social Worker attends the ELL Parent Advisory Committee meetings to meet and talk with the parents of our ELL students. In

addition, representatives from the New York Presbyterian Health Plan attend our parent meetings and discuss health care issues and free coverage for students.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0									37	57	26	5	125
Intermediate(I)										47	65	40	55	207
Advanced (A)										32	17	13	24	86
Total	0	0	0	0	0	0	0	0	0	116	139	79	84	418

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										18	52	15	2
	I										28	35	21	12
	A										32	17	15	29
	P										47	43	29	40
READING/ WRITING	B										41	44	20	3
	I										52	85	42	60
	A										28	18	13	24
	P										5	1	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	97	0	37	0
Math <u>algebra</u>	193		137	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	102		49	
Physics				
Global History and Geography	158		57	
US History and	76		36	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Assessment Data

The LAP Team noted the following data patterns from the NYSESLAT results of Spring 2010:

- Almost 50% of our ELL students scored at the intermediate level on the NYSESLAT. (207 out of 418)
- 37% of the students scoring at the advanced level are 9th graders
- 60% of our ELL students have achieved an Advanced or Proficient Score in listening and speaking on the NYSESLAT
- 21% of our ELL students have achieved an Advanced or Proficient Score on the Reading and Writing sections
- There is a cluster of ELL students in 10th grade: 35% of entitled students are in 10th grade.

We also need to increase the use of scaffolding strategies such as graphic organizers for reading and writing to build these skills and to increase the acquisition of academic language. Since many of our students are advanced in their listening and speaking, we can use these modalities to develop students' reading and writing. For example, teachers will develop projects where listening and speaking activities lead to extended writing assignments.

Many of our ELL students are at the 10th grade level where our ELL students take the Global History and the Living Environment Regents examination. ESL teachers who have many of the 10th graders, the intermediate level classes, need to incorporate into the ESL curriculum the skills needed for success on these examinations. These include: test-taking strategies for answering multiple choice questions, essay writing in the content areas, and understanding the key terms used on standardized exams

Analysis of the Regents results show that our ELL students struggle with all these examinations. For many cohorts the participation rate is low. For the upcoming school year we need to increase the participation rates and keep data on which languages students use for these examinations to see if this is a factor in students passing or failing.

We use the ELL periodic assessment to analyze students' skill development in the Fall and the Spring. Results from the fall exam help us plan programming for the Spring and help us adjust instruction in individual ESL classrooms. Students take the Math Acuity in the Fall and Spring in English or Spanish which gives Math teachers data on how to adjust instruction for the Regents. Advanced students take the ELA Acuity exams in their ELA classes which gives the ELA and ESL teacher data on which skills to emphasize in preparing students for the ELA Regents. This year we plan to administer the ELA Acuity in the Spring to the intermediate ESL classes to obtain an additional measure of which ELA standards our students have met or need to meet.

We use the Acuity exams, the ELL periodic assessments, school-based shared assessments, NYSESLAT scores, passing rates in classes and the Regents examinations to measure the success of our program.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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