



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : ABRAHAM LINCOLN HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K410

PRINCIPAL: ARI A. HOOGENBOOM EMAIL: AHOOGEN@SCHOOLS.NYC.GOV

SUPERINTENDENT: KATHY PELLE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ari A. Hoogenboom	*Principal or Designee	
Robert J. Polinsky	*UFT Chapter Leader or Designee	
Marina Kot	*PA/PTA President or Designated Co-President	
Gabrielle Rosario	Student Representative	
Olayinka Jeje	Student Representative	
Megan Singer	Student Representative	
Jennifer Baumfeld	Member/Staff	
Jackie Bentham	Member/Parent	
Selie DeChamps	Member/Parent	
Valinda Noriega	Member/Parent	
Joseph Renna	Member/Staff	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June, 2012, student sub-groups of “Black/Hispanic males in the lowest third citywide” and “English language learners” will demonstrate progress towards achieving state academic standards as measured by a 5% increase in the number passing the ELA Regents Exam.

Comprehensive needs assessment

- The 2010-11 Progress Report listed a deficiency in the identified student sub-groups’ academic achievement. Improving the performance of these sub-groups will have a positive impact not only on those students, but also on the whole school, especially since the remedial activities are available to all students in need.

Instructional strategies/activities

- The entire school has a common focus on Literacy. This is implemented in the research-based “Read 20” program in every class, which includes weekly reading with a standard, associated writing component. This will improve the general comprehension and communication skills of all students, plus will provide extra time for the weaker students to practice these academic skills.
 - a) This activity will encompass the needs of identified student subgroups, as well as all other students;
 - b) The activity is accomplished in normal class time, implemented by regular classroom teachers, thereby not requiring extra resources;
 - c) Classroom teachers assess the written components of the weekly reading, and as a group, chose the format of the assessment. Teachers meet in teams to review students’ written work.
 - d) The program was implemented with the start of school, September, 2011.
- Implement a 9th Grade Literacy Ramp-up elective course in the Ninth Grade Academy.

Strategies to increase parental involvement

- Parents have been informed of the “Read 20” program through its discussion at School Leadership Team and PTA meetings and parent orientation programs. There are plans to utilize a school newsletter to further describe the goals and use of the program.

Strategies for attracting Highly Qualified Teachers (HQT)

- ALHS has been able to attract fully licensed teachers for its staffing needs, satisfying the NCLB standard for Highly Qualified Teachers.

Service and program coordination

- ALHS has an active violence prevention program, spearheaded by its social workers, a free breakfast and reduced-cost lunch programs. These work to help achieve our instructional goals.

Budget and resources alignment

Fair Student Funding (Tax Levy) will be used to implement this action plan to target at-risk ELLs and Black or Hispanic male students in the lowest third, as well as all other students, including SWD students, from Sept. 2011 – June 2012. (No additional resources other than regular teacher salaries will be required.)

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June, 2012, student sub-groups of “Black/Hispanic males in the lowest third citywide” and “English language learners” will demonstrate progress towards achieving state academic standards as measured by a 5% increase in the number passing a Mathematics Regents Exam, and the U.S. History and Global History Regents examinations.

Comprehensive needs assessment

- The 2010-11 Progress Report identified that ALHS did not make AYP for the identified student sub-groups’ academic achievement. Improving the performance of these sub-groups will have a positive impact on these students and also on the entire student body.

Instructional strategies/activities

- Establish a Comprehensive Tutoring Schedule for all subjects throughout the regular school day, and when possible, before and after school.
 - a) This provides an opportunity for the identified student subgroups to receive the help they need in all subjects
 - b) Staff can perform the tutoring as part of their contractual school activity during the regular school day; per session would have to be available for before and after school tutoring sessions.
 - c) Staff can assess the attendance at tutoring sessions, although no formal steps have been taken to collect this data.
 - d) Tutoring during the school day has been implemented already; it will run from October, 2011 through June, 2012.

Strategies to increase parental involvement

- On parent-teacher night parents were notified of the availability of tutoring and its schedule.

Strategies for attracting Highly Qualified Teachers (HQT)

- ALHS has been able to attract fully licensed teachers for its staffing needs, satisfying the NCLB standard for Highly Qualified Teachers.

Service and program coordination

- ALHS has an active violence prevention program, spearheaded by its social workers, a free breakfast and reduced-cost lunch programs. These work to help achieve our instructional goals.

Budget and resources alignment

- Fair Student Funding (Tax Levy), Title I STH and Title III funds will be used to implement this action plan to target at-risk ELLs and Black or Hispanic male students in the lowest third, as well as all other struggling students, including SWD students, from Sept. 2011 – June 2012: special expenses include consumable instructional materials for use during after school/Saturday programs; teacher per session (1 day per week) for after school/Saturday programs.

ANNUAL GOAL #3 AND ACTION PLAN

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

- By June, 2012, ALHS will improve its academic environment and be more attractive to students and their parents on account of the nature of its programs, and the effectiveness of its promotion and graduation rates. This will be evidenced by an increase in the Academic Expectations score from the School Survey to a score of 7.2.

Comprehensive needs assessment

- Sometimes programming errors and course availability have hindered ALHS's ability to give students the opportunity to advance credit accumulation and graduation.
- Increasingly, with each incoming class of 9th graders, the percentage that performed at Level 1 or 2 on the NYS Grade 8 ELA has grown: $\frac{2}{3}$ of this year's cohort performed at Level 1 or 2 on the NYS Grade 8 ELA. We want to reverse the trend.

Strategies/Activities

- By February, 2012, the Cabinet will have completed a complete review of the course offerings and sequence at ALHS, **which will then be published and available for all staff**. This course schedule shall be coherent and stable, and also promote credit accumulation.
- Develop programs which will attract higher performing students and teachers, or inspire students to perform at higher levels. **By June, 2012 Assistant Principals will present fully developed plans**, ready for implementation, for the introduction and/or continuation of special programs at Lincoln
 - a) This activity is mostly to be accomplished by the Principal and Assistant Principals.
 - b) It is expected that the plans for this will be fully developed during the Spring 2012 term.
- Increase recruitment activities for students, by accentuating special programs.

Strategies to increase parental involvement

- The use of a parent newsletter, discussions on the School Leadership Team and meetings at the PTA will keep parents of current students informed of developments in curriculum and tutoring. Outreach to new prospective parents will be done through recruiting efforts.

Strategies for attracting Highly Qualified Teachers (HQT)

- Accentuating special programs will provide an incentive to keep Highly Qualified Teachers at ALHS.

Service and program coordination

- No special service or program coordination is associated with this activity.

Budget and resources alignment

- Fair Student Funding (Tax Levy). (No additional resources other than regular Assistant Principal and Principal salaries will be required.)

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	700	150	115	110	450	15	25	15
10	75	75	65	60	250	5	15	5
11	40	35	45	35	200		10	5
12	85	15	30	65	125		5	5

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Freshman reading and writing courses for all Ninth graders (Achieve 3000 and Read 180); Tutoring during lunch periods and Saturdays; English Regents prep classes for seniors who failed the Regents exam & others in lowest third; Read 20 Program
Mathematics	MME and MSR classes for Regents Prep and struggling students; tutoring during lunch periods and after school tutoring; Saturday tutoring; 3-term ESL and SpEd course sequence.
Science	After school make-up labs; Saturday tutoring; Tutoring during lunch
Social Studies	Lunch-time tutoring; After school and Saturday US. History and Global History review for Regents.
At-risk Services provided by the Guidance Counselor	Individual Counseling, academic advisement, attendance intervention, post-suspension conferences, parent conferences
At-risk Services provided by the School Psychologist	Initial reviews; Individual counseling
At-risk Services provided by the Social Worker	Pupil Personnel Team Interventions, initial reviews, group counseling, individual counseling, at-risk resource room
At-risk Health-related Services	504 services

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: _21K410_ **School Name:** ____Abraham Lincoln High School_____

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 We have persistently failed to make AYP with certain subgroups in both ELA and Math, in particular, Hispanics, ELL students and Students with Disabilities. The JIT report found instruction for these students to be lacking, and we have tried to address this with both realignment in instruction and supplemental programs to assist students in these subgroups.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 Last year, we implemented intensive semester long classes using this grant. The classes were so successful that, for the first time in years we came very close to actually making AYP. In some cases, we missed making it only by a point or two. In cases where the discrepancy was higher, we still made huge gains in the subgroup. We intend to capitalize on the programs we instituted last year, and combined with changes in programming throughout the school year, we intend to break through the boundaries for these subgroups.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C. Rello-Anselmi/Kathy Pelles	District 21	Borough Brooklyn	School Number 410
School Name Abraham Lincoln High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Ari A. Hoogenboom	Assistant Principal Devorah Tedeschi, AP ESL
Coach type here	Coach type here
ESL Teacher Rose Bellone	Guidance Counselor Dinara Felzer
Teacher/Subject Area Alissa Maaliki, Science	Parent type here
Teacher/Subject Area	Parent Coordinator Tiffany Colter-Lewis
Related Service Provider type here	Other John Xavier, AP Guidance
Network Leader Kathy Pelles	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	10	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	6
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	2674	Total Number of ELLs	437	ELLs as share of total student population (%)	16.34%
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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 whether they are eligible for the Spanish LAB exam. Because incoming students come throughout the year, Ms. Bellone conducts a parent orientation conference with parents as they come to enroll their children to ensure that the parent has information to make program choices. Ms. Bellone 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. At this orientation, parents complete the Parent Survey and Program Selection form unless they would like more time to consider their options. This way, the school ensures that we have parent input. To ensure parents understand the orientation and intake process, staff members from the instructional and guidance department provide oral interpretation in native languages. When there is no staff member who speaks a particular uncommon native language, the NYCDOE Translation and Interpretation Unit provides oral interpretation over the phone. Oral interpreters also help translate those intake forms not already translated by the NYCDOE.

Entitlement letters of newcomer students are mailed out to parents as soon as the LAB-R exam is administered and scored. Continued entitlement letters and letters indicating students who are no longer entitled are sent out by mail at the start of the school year. Ms. Bellone maintains a roster of entitled ELL students with dates of mailings of parent letters and copies of each type of letter. Parents are invited to additional orientation meetings in October (October 20, 2011) and March conducted by Jacinta Leeper, a certified ESL teacher and the ELL Academy Pathway Coordinator with Rose Bellone and the school's Bilingual Guidance counselors. At these sessions parents are given follow-up information about the NYC public school system including such topics as an overview of their child's instructional program, how to read a transcript and a student program card, what guidance and other services are available to their child and they are given an additional opportunity to view the NYCDOE orientation video for parents.

Ms. Bellone also organizes the Spring NYSESLAT administration which is administered to all entitled ELL students in their ESL classes. Shortly before the administration of this exam, our automated calling system calls homes in the appropriate home languages to inform parents of the dates of the exam and parent letters explaining the NYSESLAT exam and its significance are sent to all parents of ELLs. In addition, Ms. Bellone visits classrooms to explain to students the significance of this exam and teachers emphasize to students the importance of the exam. After the initial administration of this exam, the school makes every effort to ensure that each student is tested by holding multiple "make up" testing sessions for any students who were absent during the first administration of this exam.

In addition to the initial orientation at registration, the school makes sure parents understand their program choices at follow up ELL

parent advisory 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 Haitian Creole, Russian, Urdu, Uzbek, Chinese, Arabic and Spanish.

Ms. Bellone tests all eligible students with the LAB-R examination in English and the Spanish LAB where 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. While the intake process emphasizes to parents their right to choose any time of program offered by the NYCDOE, very few parents request a bilingual program. Of the 46 newly arrived entitled students this year, no parents requested a bilingual program. Over the past 3 years only one parent of a 9th grade incoming student, with a home language of Spanish, requested a bilingual program. We maintain records of parent requests so that whenever a bilingual program is established, parents can be promptly contacted by phone and letter to inform them of this option for their children.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	75	175	45	99	394
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	75	175	45	99	394

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	394	Newcomers (ELLs receiving service 0-3 years)	348	Special Education	44
SIFE	47	ELLs receiving service 4-6 years	50	Long-Term (completed 6 years)	46

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	348	30	4	50	11	16	46	6	28	444
Total	348	30	4	50	11	16	46	6	28	444

Number of ELLs in a TBE program who are in alternate placement: 5

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	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	13	31	5	14	63
Chinese	0	0	0	0	0	0	0	0	0	7	32	3	20	62
Russian	0	0	0	0	0	0	0	0	0	10	34	12	19	75
Bengali	0	0	0	0	0	0	0	0	0	4	7	1	2	14
Urdu	0	0	0	0	0	0	0	0	0	23	27	8	23	81
Arabic	0	0	0	0	0	0	0	0	0	0	10	1	2	13
Haitian	0	0	0	0	0	0	0	0	0	7	9	2	1	19
French	0	0	0	0	0	0	0	0	0	1	1	1	0	3
Korean	0	0	0	0	0	0	0							0
Punjabi											1			1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other										12	30	14	19	75
TOTAL	0	77	182	47	100	406								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 level ESL students receive one double period of ESL and one single period of ESL. Intermediate students receive at least one double period of ESL. Those that do not make appropriate gains on the NYSESLAT or have been heldover one grade level receive an additional daily 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 meet or exceed the Part 154 mandates for ESL instruction.

2) 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

- One double period of 88 minutes of ESL Level 3 daily each term (440 minutes weekly)
- One double period of 88 minutes of ESL Level 4 daily each term (440 minutes weekly)

A. Programming and Scheduling Information

One additional period of 44 minutes for students not making appropriate gains on the NYSESLAT or who have been heldover one grade level for an additional 220 minutes a week of instruction

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 2011 all 10th and 11th grade Advanced 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. This is to prepare them for the ELA Regents examination.

a) Because we do not have a Bilingual program and our classes are multi-lingual we do not use explicit NLA instruction in content area classes. We provide support with native language materials, where available, including classroom libraries in Spanish, Chinese and Russian and supplemental textbooks and materials in Spanish and Chinese in World History (Spanish), American History (Spanish/Chinese), Living Environment (Chinese/Spanish) and Earth Science (Chinese/Spanish). We also offer NLA classes in Spanish, Chinese and Russian although these are not a mandated part of our ELL instructional program.

3) 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 our network, the NYCBETAC and other organizations. In addition, Lincoln High school for the 2011-2012 school year has added co-teaching to three Science and one Social Studies class with a licensed content and a licensed ESL teacher. This provides additional support particularly for our newcomer and SIFE population in content areas classes. The goal of this support is to scaffold instruction and accelerate English language development in the content area classes. This is in addition to the Part 154 mandated number of ESL instructional minutes.

4) When students are newly arrived we administer the Spanish LAB and the AALD (Academic Language and Literacy Diagnostic) when appropriate. We use the NYSED bilingual glossaries to support instruction and for use during assessments. We also use the translated Regents examination materials where available for both instruction and assessment. During state examinations we have oral translators available for the major language groups for whom there are no translated examinations. Last June students had oral translation available in Urdu, Uzbek, Bengali and Arabic, four languages not offered in written translation by the NYSED.

5) a. SIFE: Our entitled SIFE population (49 students) is comprised of multiple home language groups: 4 Arabic speaking, 1 Bengali, 1 Ibo, 1 Fulani, 2 Haitian Creole, 1 French, 2 Nepali, 5 Russian, 15 Spanish, 12 Urdu, 1 Ukrainian and 3 Uzbek. In addition to our free-standing ESL services our SIFE students receive additional instructional support. This year we added 3 periods of co-teaching in the content areas in 3 Science and one Social Studies class. Based on a pattern of delayed graduation for SIFE and other ELL students because of lack of success on Science Regents examinations and evidence ELL students at the lower levels of ELP struggle with Living Environment, particularly SIFE and newcomer students, we have a licensed ESL teacher co-teaching with our Living Environment teachers. This instructor develops activities with the content teacher that enhance language development while at the same time scaffolding content instruction. These ESL services are in addition to the mandated number of minutes of ESL instruction required under the Part 154 regulations. SIFE students at the intermediate level who are heldover by grade or not making appropriate gains on the NYSESLAT receive an additional period of ESL instruction (220 minutes a week) with particular focus on the ELA Regents and the NYSED Common Core Standards. Content Area teachers of SIFE students use materials purchased through our NYCDOE SIFE grants to add native language materials and a visual and skill-based component to instruction through specialized software. These include: Destination Math for algebra and the Visual Learning Program for Living Environment and Earth Science (in English and Spanish) and textbooks and instructional materials in native languages where available, especially in Spanish and Chinese. In the Spring semester when we receive funds through the SIFE grant, we will use some of this money to have one ESL teacher establish a "pullout" program for additional ESL support for those SIFE students who are not making progress. In the ELL Academy both Social Studies teachers speak an

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 19
75%	
50%	
25%	

A. Programming and Scheduling Information

support from peers in both English and their native language. Under the Title III grant, our librarian tutors students who speak Urdu and Bengali as part of the Southeast Asian club, also have a Hispanic and Chinese club to support whose social activities encourage student

B. Programming and Scheduling Information--Continued

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

8. To support reading proficiency we have incorporated the Achieve3000 Teen biz program into our ESL classes for intermediate and advanced level students. This targets newcomers, ELL with 4-6 years of service and LTE students at the intermediate and advanced levels. Students use this program at least two periods a week in school and have access to the program at home and during the afterschool (one period on Tuesdays and Thursdays) and the Saturday Title III program (9:00-1:00 PM). We use the Destiny Math as an intervention for algebra in our afterschool and Saturday Title III program for newcomers and SIFE students who need additional Math support. The Visual Learning software program accessed through Promethean boards and Ipads are used in our Living Environment classes in English and Spanish to support understanding of Science. We use the History Alive curriculum to enrich instruction in Global History by incorporating hands-on activities in these classrooms.

9. Students who have tested out can attend the afterschool and Saturday Title III programs. These students are monitored by their guidance counselors who continue with the same students. These counselors identify students who are struggling and connect them to tutoring and supplemental instructional services. All students in Lincoln High School can choose tutoring in any subject area one period a day.

10. We are adding the following programs:

- Co-Teaching in 3 science and one Social Studies class with a licensed content and a licensed ESL teacher to support our newcomer and SIFE students.
- LEAD, Lincoln Center visiting artist in the classroom to increase the motivation and English Language Development of our LTE students
- In the Spring semester we are adding a supplemental pull-out ESL program for SIFE students for a total of one period a day of an licensed ESL teacher to give small group and one-on-one instruction to SIFE students not making appropriate academic gains.
- NLA instruction in Chinese, Russian, and Spanish

11. We have not discontinued any programs.

12. ELLs have the same instructional program as all students in the school. The delivery of instruction for students at the beginning and intermediate level is in sheltered ESL content classes. Students at the advanced level of ESL are completely integrated into the school's academies. All students in the building have equal access to technology in the form of a Promethean board in every classroom, computer rooms and class sets of laptops.

13. Achieve3000's teen biz program is used in the intermediate and advanced ESL classrooms for newcomers, LTE and students in the 4-6 year range. The ELL Academy has 3 class sets of laptops, 11 IPADs, promethean boards in each classroom and access to the school's computer rooms. This ensures student access to specialized software: Achieve 3000, Destiny Math, and Visual Learning for Earth Science and Living Environment in Spanish and English. The Destiny Math and Visual Learning software are of particular use to our SIFE students. We have classroom libraries in Spanish, Russian and Chinese for students to continue native language development and supplemental textbooks in Spanish and Chinese in Living Environment, Earth Science and American History.

14. While we are a freestanding ESL program many teachers in the ELL Academy are fluent in a second language. These include: 1 Living Environment/Earth Science teacher fluent in Arabic, one Living Environment teacher (Russian), one Social Studies Teacher (Russian with a bilingual license), one Social Studies teacher (Spanish), one Math teacher (Russian). These teachers provide native language support when needed, and are available for tutoring one period during the day in the afterschool and Saturday Title III program.

15. All services and support are aligned with high school, Regent-level curriculum and the needs of grade 9-12 learners.

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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9. Students who have tested out can attend the afterschool and Saturday Title III programs. These students are monitored by their guidance counselors who continue with the same students. These counselors identify students who are struggling and connect them to tutoring and supplemental instructional services. All students in Lincoln High School can choose tutoring in any subject area one period a day.

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- NLA instruction in Chinese, Russian, and Spanish

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15. All services and support are aligned with high school, Regent-level curriculum and the needs of grade 9-12 learners.

16. During the summer we offer a Title I enrichment program. Newly enrolled students are recruited to attend the Arts section of this program which includes 2 classes one Drama, one studio art co-taught by a licensed Art and Drama teacher with a licensed ESL teacher.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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15. All services and support are aligned with high school, Regent-level curriculum and the needs of grade 9-12 learners.

16. During the summer we offer a Title I enrichment program. Newly enrolled students are recruited to attend the Arts section of this program which includes 2 classes one Drama, one studio art co-taught by a licensed Art and Drama teacher with a licensed ESL teacher. The design of this program is to accelerate English Language development. This program also included an advisory period where students

Courses Taught in Languages Other than English ⓘ

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

Math:

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.

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?

1. Teachers of ELL's meet two times a week for 90 minutes to review student progress, analyze student data, discuss instructional strategies and for professional development from the network and school-based personnel. Last year, teachers received training in literacy strategies on such topics as reading comprehension strategies, assessing student's reading through running records, writing in response to reading, implementing interactive word walls and supporting students' vocabulary development. This year during these common planning time periods we are targeting strategies for teaching ELL student to write informational and argument essays in ESL and content area classes and reading comprehension strategies for accessing informational text. Two content teachers one Math and one in Science will attend the Qtel training in the spring for supporting ELLs in the content area. This past summer ESL and ELL content teachers attended school-based workshops on the Promethean Board through support from the Title I ELL enrichment grant and we hope to use Title III money to continue this training during the school year.

The parent coordinator attends professional development sessions given by the NYCDOE which include such issues as parent orientation and procedures for incoming ELL students and how to help parents support the achievement of their students.

Other school staff including paraprofessionals and related service providers (school psychologists, speech therapists, occupational/physical therapists) attend trainings provided by the NYCDOE on issues related to ELL students. They also observe students in ESL classes to both assess the needs of the individual students they serve, and to learn about ESL methodology. In addition they attend school-based professional development workshops on staff development days relating to how to help all students reach standards. They attend selected common planning time meetings in the ELL Academy when the topics relate to supporting the needs of ELL students.

2. During common planning time meetings ELL administrators, teachers and guidance counselors meet to discuss ways to support incoming middle school students. Continual review of student data along with implementation by the guidance counselors of counseling interventions, help teachers support incoming students. Counselors also deliver guidance lessons in ESL classes on topics such as the credit and promotion requirements in high school and post-secondary planning to help students understand the design of the instructional program.

3. Jose P training for staff is in the form of workshops during common planning time, intervisitations to classrooms of ESL teachers to observe ESL methodology and workshops on Chancellor's conferences days led by network and school based experts on ESL

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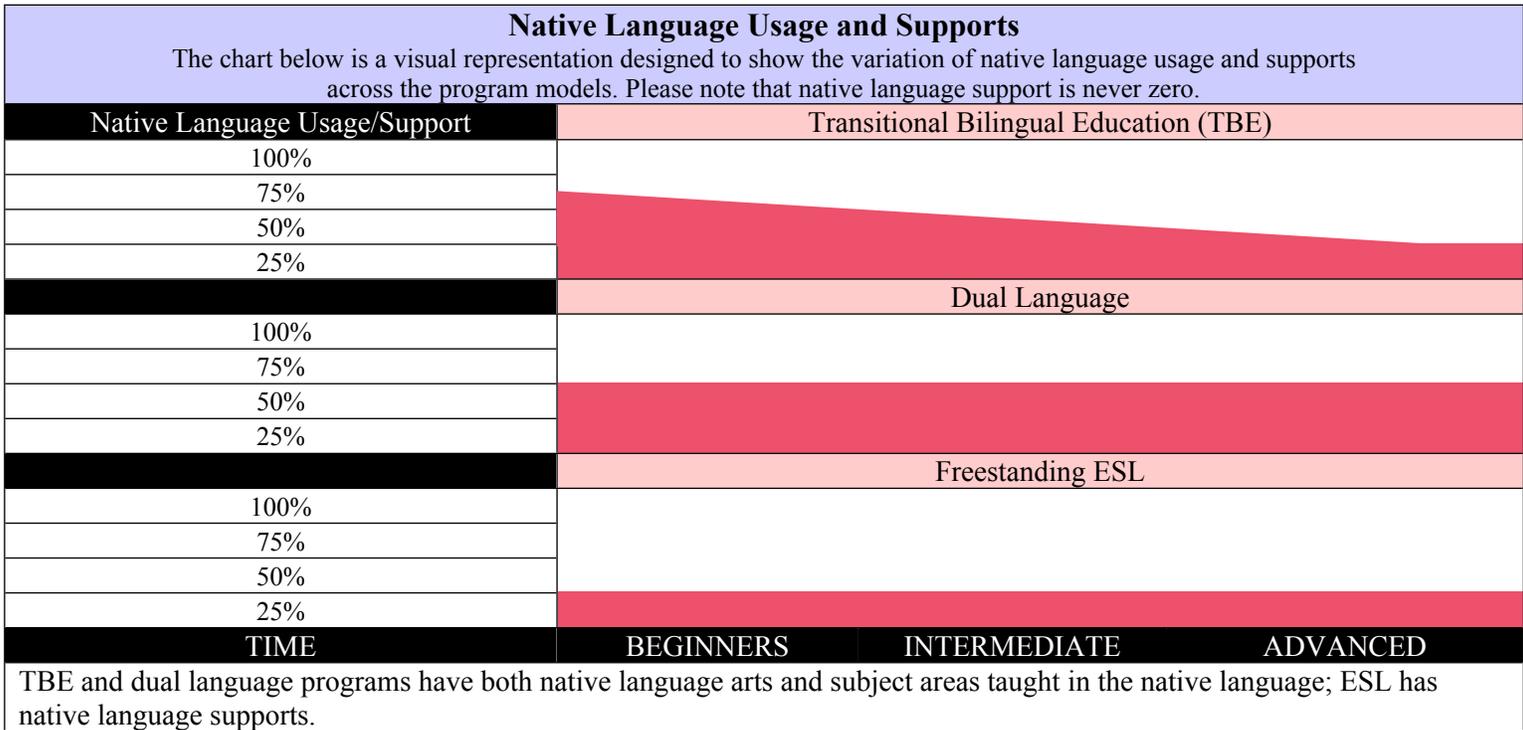
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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B. Programming and Scheduling Information--Continued

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

8. To support reading proficiency we have incorporated the Achieve3000 Teen biz program into our ESL classes for intermediate and advanced level students. This targets newcomers, ELL with 4-6 years of service and LTE students at the intermediate and advanced levels. Students use this program at least two periods a week in school and have access to the program at home and during the afterschool (one period on Tuesdays and Thursdays) and the Saturday Title III program (9:00-1:00 PM). We use the Destiny Math as an intervention for algebra in our afterschool and Saturday Title III program for newcomers and SIFE students who need additional Math support. The Visual Learning software program accessed through Promethean boards and Ipads are used in our Living Environment classes in English and Spanish to support understanding of Science. We use the History Alive curriculum to enrich instruction in Global History by incorporating hands-on activities in these classrooms.

9. Students who have tested out can attend the afterschool and Saturday Title III programs. These students are monitored by their guidance counselors who continue with the same students. These counselors identify students who are struggling and connect them to tutoring and supplemental instructional services. All students in Lincoln High School can choose tutoring in any subject area one period a day.

B. Programming and Scheduling Information--Continued

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

8. To support reading proficiency we have incorporated the Achieve3000 Teen biz program into our ESL classes for intermediate and advanced level students. This targets newcomers, ELL with 4-6 years of service and LTE students at the intermediate and advanced levels. Students use this program at least two periods a week in school and have access to the program at home and during the afterschool (one period on Tuesdays and Thursdays) and the Saturday Title III program (9:00-1:00 PM). We use the Destiny Math as an intervention for algebra in our afterschool and Saturday Title III program for newcomers and SIFE students who need additional Math support. The Visual Learning software program accessed through Promethean boards and Ipads are used in our Living Environment classes in English and Spanish to support understanding of Science. We use the History Alive curriculum to enrich instruction in Global History by incorporating hands-on activities in these classrooms.

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10. We are adding the following programs:

- Co-Teaching in 3 science and one Social Studies class with a licensed content and a licensed ESL teacher to support our newcomer and SIFE students.
- LEAD, Lincoln Center visiting artist in the classroom to increase the motivation and English Language Development of our LTE students
- In the Spring semester we are adding a supplemental pull-out ESL program for SIFE students for a total of one period a day of an licensed ESL teacher to give small group and one-on-one instruction to SIFE students not making appropriate academic gains.
- NLA instruction in Chinese, Russian, and Spanish

11. We have not discontinued any programs.

12. ELLs have the same instructional program as all students in the school. The delivery of instruction for students at the beginning and intermediate level is in sheltered ESL content classes. Students at the advanced level of ESL are completely integrated into the school's academies. All students in the building have equal access to technology in the form of a Promethean board in every classroom, computer rooms and class sets of laptops.

13. Achieve3000's teen biz program is used in the intermediate and advanced ESL classrooms for newcomers, LTE and students in the 4-6 year range. The ELL Academy has 3 class sets of laptops, 11 IPADS, promethean boards in each classroom and access to the school's computer rooms. This ensures student access to specialized software: Achieve 3000, Destiny Math, and Visual Learning for Earth Science and Living Environment in Spanish and English. The Destiny Math and Visual Learning software are of particular use to our SIFE students. We have classroom libraries in Spanish, Russian and Chinese for students to continue native language development and supplemental textbooks in Spanish and Chinese in Living Environment, Earth Science and American History.

14. While we are a freestanding ESL program many teachers in the ELL Academy are fluent in a second language. These include: 1 Living Environment/Earth Science teacher fluent in Arabic, one Living Environment teacher (Russian), one Social Studies Teacher (Russian with a bilingual license), one Social Studies teacher (Spanish), one Math teacher (Russian). These teachers provide native language support when needed, and are available for tutoring one period during the day in the afterschool and Saturday Title III program.

15. All services and support are aligned with high school, Regent-level curriculum and the needs of grade 9-12 learners.

16. During the summer we offer a Title I enrichment program. Newly enrolled students are recruited to attend the Arts section of this program which includes 2 classes one Drama, one studio art co-taught by a licensed Art and Drama teacher with a licensed ESL teacher.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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- In the Spring semester we are adding a supplemental pull-out ESL program for SIFE students for a total of one period a day of an licensed ESL teacher to give small group and one-on-one instruction to SIFE students not making appropriate academic gains.
- NLA instruction in Chinese, Russian, and Spanish

11. We have not discontinued any programs.

12. ELLs have the same instructional program as all students in the school. The delivery of instruction for students at the beginning and intermediate level is in sheltered ESL content classes. Students at the advanced level of ESL are completely integrated into the school's academies. All students in the building have equal access to technology in the form of a Promethean board in every classroom, computer rooms and class sets of laptops.

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15. All services and support are aligned with high school, Regent-level curriculum and the needs of grade 9-12 learners.

16. During the summer we offer a Title I enrichment program. Newly enrolled students are recruited to attend the Arts section of this program which includes 2 classes one Drama, one studio art co-taught by a licensed Art and Drama teacher with a licensed ESL teacher. The design of this program is to accelerate English Language development. This program also included an advisory period where students

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.

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?

1. Teachers of ELL's meet two times a week for 90 minutes to review student progress, analyze student data, discuss instructional strategies and for professional development from the network and school-based personnel. Last year, teachers received training in literacy strategies on such topics as reading comprehension strategies, assessing student's reading through running records, writing in response to reading, implementing interactive word walls and supporting students' vocabulary development. This year during these common planning time periods we are targeting strategies for teaching ELL student to write informational and argument essays in ESL and content area classes and reading comprehension strategies for accessing informational text. Two content teachers one Math and one in Science will attend the Qtel training in the spring for supporting ELLs in the content area. This past summer ESL and ELL content teachers attended school-based workshops on the Promethean Board through support from the Title I ELL enrichment grant and we hope to use Title III money to continue this training during the school year.

The parent coordinator attends professional development sessions given by the NYCDOE which include such issues as parent orientation and procedures for incoming ELL students and how to help parents support the achievement of their students.

Other school staff including paraprofessionals and related service providers (school psychologists, speech therapists, occupational/physical therapists) attend trainings provided by the NYCDOE on issues related to ELL students. They also observe students in ESL classes to both assess the needs of the individual students they serve, and to learn about ESL methodology. In addition they attend school-based professional development workshops on staff development days relating to how to help all students reach standards. They attend selected common planning time meetings in the ELL Academy when the topics relate to supporting the needs of ELL students.

2. During common planning time meetings ELL administrators, teachers and guidance counselors meet to discuss ways to support incoming middle school students. Continual review of student data along with implementation by the guidance counselors of counseling interventions, help teachers support incoming students. Counselors also deliver guidance lessons in ESL classes on topics such as the credit and promotion requirements in high school and post-secondary planning to help students understand the design of the instructional program.

3. Jose P training for staff is in the form of workshops during common planning time, intervisitations to classrooms of ESL teachers to observe ESL methodology and workshops on Chancellor's conferences days led by network and school based experts on ESL

E. Parental Involvement

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3. Jose P training for staff is in the form of workshops during common planning time, intervisitations to classrooms of ESL teachers to observe ESL methodology and workshops on Chancellor's conferences days led by network and school-based experts on ESL methodology.

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)										26	62	5	7	100
Intermediate(I)										30	65	25	53	173

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)										21	78	15	30	144
Total	0	0	0	0	0	0	0	0	0	77	205	45	90	417

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										4	17	2	1
	I										19	65	19	46
	A										15	24	9	26
	P										25	36	12	17
READING/ WRITING	B										13	43	3	7
	I										30	61	25	45
	A										17	37	13	31
	P										3	1	1	7

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	67	70	22	28
US History and Government			12	5
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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

School Name: Abraham Lincoln High School

School DBN: 21K410

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ari A. Hoogenboom	Principal		
Devorah Tedeschi	Assistant Principal		
Tiffany Colter-Lewis	Parent Coordinator		
Rose Bellone	ESL Teacher		
	Parent		
Alissa Maaliki	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Dinara Felzer	Guidance Counselor		
Kathy Pelles	Network Leader		
John Xavier	Other <u>Assistant Principal</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 21K410 **School Name:** Abraham Lincoln High School

Cluster: 1 **Network:** CFN 112

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.

- Review of home language data on ATS reports.
- Review of attendance records from PTA, SLT meetings and open school evenings and afternoons.
- Review of student achievement data by administration, SLT and faculty for all students and special populations.
- Discussions with parents and staff at PTA, faculty, SLT meetings, ELL parent meetings and workshops and at school special events.
- Discussion at LAP committee meetings of ways to enhance communication to parents and parent involvement.

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.

Findings:

- School has large number of parents whose home language is other than English.
- Schools has a large number of languages including less common languages for which written materials for parents are not provided by the translation unit of the NYCDOE such as Uzbek, Armenian and Turkish.

- School staff can provide oral and written translation in many, but not all parent languages.
- Need to increase participation of parents who are non-English speakers at school activities such as PTA meetings, SLT meetings and open school evenings and afternoons.
- Need for increased translation of materials related to communicating program design and services for students.
- Need for increased translation of school communication documents related to student progress.
- Need for increased translation of written materials to enhance parents' understanding of academic standards, assessments and tests.

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.

- Translation of materials into parent home languages when not available from the NYCDOE translation unit related to program design at Abraham Lincoln and how it connects to standards and promotional requirements to address need to enhance parents' understanding of academic standards, assessments and tests.
- Translation of materials into parent home languages for communicating with parents about individual student progress to increase communication with parents about the academic progress of their children.
- Translation of materials for parent meetings and workshops to support parents' understanding of academic standards, assessments and ways to support their children's academic achievement.
- Translation of materials to promote school events to increase parent participation in school activities.

- Add additional translated materials to the school's website about school events and expectations.

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.

- Communicate with parents through phone calls in their native languages by in-house staff and parent volunteers to increase participation in school activities.
- Communicate with parents about individual student performance and increasing academic achievement at open school events and after each marking period in native languages by in-house staff and through services provided by the translation unit of the NYCDOE and outside contractors.
- Provide oral translation at open school night, parent meetings and workshops to enhance parent understanding of academic standards, assessments and expectations.
- Provide oral translation at open school night, parent meetings and workshops to provide information about individual student academic performance and approaches to increasing achievement.

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>.

- Abraham Lincoln High School determines primary language for parent communication within ten days of enrollment for newcomers to the NYC public school system and within the first week of school for continuing students through review of ATS databases.
- The school maintains information on parents' primary language on ATS and on student emergency card.
- The school provides translation and interpretation for all parents who require language support to communicate with the NYCDOE through qualified staff members, the NYCDOE translation unit and outside contractors.
- School provides translation in all the primary languages of all documents related to health, safety, legal & disciplinary, and entitlements to special programs.
- When translations of communications or documents are not available the school provides a cover letter or notice on the face of the

English document in the covered languages, indicating how a parent can request free translation or interpretation of such documents.

- The school provides parents with a copy of the Bill of Rights and Responsibilities in primary covered languages including rights regarding translation and interpretation services.
- The school posts a sign at the primary entrance in each of the covered languages indicating the availability of interpretation services.
- The school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Abraham Lincoln High School	DBN: 21K410
Cluster Leader: Cathy Pelles	Network Leader: Corinne Rello-Anselmi
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 437 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 14 # of certified ESL/Bilingual teachers: 8 # of content area teachers: 6

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

There are 437 entitled ELL students at Abraham Lincoln High. We target all ELL students for our Title III afterschool and Saturday program. However, there are two populations in particular need of support. We have a large number of newcomer ELL students, 88% of our total entitled population. Most of these students are at the beginning (33%) and intermediate level (47%) of English language proficiency. These students need additional support to accelerate and enhance their English language development and to succeed in their content area classes. These newcomers cross grade levels which means they are spread throughout our regular instructional program. Our afterschool and Saturday programs give them additional opportunities for targeted support. We also have a significant number of SIFE students (49) that we recruit for our afterschool and Saturday programs. This is in addition to programs funded by the SIFE grant. They comprise multiple language groups (12) and multiple grade levels. This makes it challenging to provide sufficient support during the regular school day. Last year the school did not make AYP in English or Math for ELL students. In addition to English, our students struggle in particular with Science and Math. Many do not reach the graduation requirement for Science by the end of their senior year.

This year's Title III Academy will include have an after school and a Saturday component: Math, Science, ELA, Social Studies and ESL. Content areas classes will be co-taught with a licensed content and a licensed ESL teacher to provide language support and development along with achievement in the content areas. The schedule for each class is posted below. Classes run for 10 weeks in the Fall in Math and Science running from October 2011 - January 2012 to help students prepare for the January Regents examinations and in Math, ELA, Social Studies and Science from February to June 2012. In addition, our Title III Immigrant grant funds Saturday Algebra classes for ELL and newcomer immigrant students. Attendance in this program averages 25 students per class.

Afterschool Academy: Content subjects co-taught with a licensed ESL teacher:

Algebra	Tuesday/Thursday	2:22-3:10
Trigonometry	Thursdays	2:30-3:30
ELA Regents prep	Tuesday/Thursday	2:30-4:00
Earth Science	Mon./Wed.	2:30-4:00

Saturday Academy: 9:00-12:00: ESL, Living Environment, Social Studies, and Earth Science

Part B: Direct Instruction Supplemental Program Information

In addition to per session support for staff, funding from this grant will allow us to purchase ten Ipads for Title III student instructional program and accessories for these. A charging station for the Ipads will be purchased to ensure portability, security and versatility of use of the Ipads in the afterschool and Saturday programs for ELLs. There is no charging station for Ipads in the school therefore it is essential that these are used for Title III instruction. Ipads in the Title III program will allow teachers and students to utilize the school's Promethean Boards with the software programs the school has purchased to support the instruction of ELLs, including Achieve3000 for literacy, and the Visual Learning Program for Earth Science and Living Environment. It will also provide opportunities for students to access on-line and other electronic resources. In addition the Title III ELA classes students will be able to use the Ipad as readers for books, nonfiction articles, content-based resources and literature downloaded for ELA Regents preparation. Ipads will be used exclusively in the Title III program. We will also use Title III funds to purchase review books for the Living Environment, Earth Science and Social Studies classes as well as dictionaries for our newcomer students to use throughout the program. A secretary will process the tper session Title III documents in the program.

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Part C: Professional Development

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

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

Begin description here:

Teachers, guidance counselors and administrators of the ELL Academy meet twice a week during the school day for a total of 90 minutes a week to discuss student achievement and instructional strategies. These meetings include professional development by network and school staff on such topics such as: reading comprehensions strategies, building vocabulary in the content areas, addressing the needs of SIFE students, and differentiation.

We will use Title III ELL money to fund an afterschool study group of four 2 hour sessions, 3 PM to 5 PM, Tuesdays and Thursdays, March 11, 20, 27, April 3, 2012. This group will focus on topics identified by the ELL staff as important for supporting student achievement. Among the topics the staff has identified for this year are the use of technology to support instruction and understanding the cultures of our ELL population. This group is facilitated by the Assistant Principal of ESL with presenters from the faculty and network with expertise in these areas. We will use support from the Title III grant to pay per session for 7 teachers and one assistant principal of ESL. Our Title III immigrant grant will support additional participants for this study group. The school has Promethean Boards in each classroom and software for the instruction of ELLs including: the Visual Learning Program for Living Environment and Earth Science, Achieve 3000, BrainPop and Destination Math. The staff needs additional training on using these with laptops and Ipad notebook computers to use them effectively in the Title III program.

Part D: Parental Engagement Activities

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

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

Begin description here:

To supplement our mandated parent orientations, we hold a series of 3 Thursday parent meetings (October, February and April, 6:30 to 8:00 PM. where our Academy coordinator, teachers and guidance counselors present workshops for parents. Workshops are designed to familiarize parents with the New York City Public School system, help them support their child's academic achievement, and introduce them to local CBO's and services available to them.

Parents also participate in our Saturday Academy. Title III ELL funds allow us to offer a parent ESL class that runs for 23 Saturdays (9:30 to 12:00 PM, December 2011 to June 2012) and is taught by a licensed ESL teacher. The course focuses on ESL, American culture, and using technology to learn English and to access the NYCDOE website and ARIS. This class runs for 2½ hours every Saturday. As with all school events, ELL parents are notified of meetings and classes through the school's website with translations in all the major languages, bilingual mailings, and phone calls in native languages by school staff and student aides. Title III funds will purchase instructional materials for this program as well as light refreshments.

Part E: Budget

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

Allocation Amount: \$61892

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	47,389.27	Afterschool classes Trigonometry: 2 teachers x 28 weeks x 1 hr x 50.06 = \$2803.36 Algebra: 2 teachers x 28 weeks x 1.5 hrs x 50.06 = 4205.04 ELA Regents prep: 2 teachers x 38 weeks x 3 hrs x 50.06 = 11,412.68 Earth Science: 2 teachers x 1.5 hrs x 7 weeks = 1,051.26 Saturday Academy: 9:00-12:00 ESL and Living Environment: 25 weeks x 3 hours x 50.06 x 3 teachers =

Part E: Budget

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

Allocation Amount: \$61892

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>11,263.50</p> <p>Social Studies and Earth Science: 15 weeks x 3 hours x 50.06 x 4 teachers = 9,010.80</p> <p>Parent Academy: 23 weeks x 2.5 hrs x 1 teacher x 2878.45</p> <p>Professional Development: 7 teachers x 4 sessions x 2 hours x 50.06 = 2803.36 1 Assistant Principal x 4 sessions x 2 hours x 52.29 = 418.32</p> <p>All Programs: 1 secretary x 50 hours x 30.85 = 1542.50</p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	0	
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	14502.73	<p>Instructional Materials: Dictionaries and Review Books for Saturday Academy....3101.24</p> <p>Prentice Hall Review books (80 books @10.97= 877.60)</p> <p>40 Living Environment 40 Earth Science</p> <p>Jarret Review Books</p>

Part E: Budget

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

Allocation Amount: \$61892

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>40 Mastering US History (40 books @15.55=622.00)</p> <p>40 Mastering Global History (40 books @15.50=620.00)</p> <p>Longman Elementary dictionary and thesaurus (46 @21.34=981.64)</p> <p>Ipads. \$7,000.00</p> <p>10 Ipad2 notebooks (64GB) @ \$700.00</p> <p>Ipad covers (47.22).....47.22</p> <p>Ipad security and charging station Ipad security2350.00</p> <p>General Instructional Supplies. 1002.00. paper, highlighters, markers, sticky notes, student white boards, journals, etc.</p> <p>Consumable materials for parent classes and workshops.1,002.27</p> <p>light refreshments (\$400.00)</p> <p>books, photocopies, workbooks, instructional materials, translated materials (\$600.00)</p>
Educational Software (Object Code 199)	0	
Travel	0	
Other	0	

Part E: Budget

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

Allocation Amount: \$61892

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	61892.	