



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: ABRAHAM LINCOLN HIGH SCHOOL

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

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

SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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	
Maria Casal	*PA/PTA President or Designated Co-President	
Ashley Bentham	Student Representative	
Tishanna Deleon	Student Representative	
Fahmida Monita	Student Representative	
Jennifer Baumfeld	Member/Staff	
Jackie Bentham	Member/Parent	
Selie DeChamps	Member/Parent	
Marina Kot	Member/Parent	
Valinda Noriega	Member/Parent	
Joseph Renna	Member/Staff	
Sandra Martin	Member/Staff	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- 2009-2010 SQR, p.5 : Teachers need to give students targeted learning goals with a focus on needed skills to improve learning outcomes.
- 2011-12 Progress Report, p.2: Credit Accumulation scores are low and need to be raised.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader's vision

 X 2.4 School leader's use of resources

_____ 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- The Principal and Assistant Principals will visit each teacher's classroom at least 6 times over the course of the year (by June, 2013), and provide teachers with formative (not for file) written or verbal feedback aligned to school-selected competencies.
- 80% of teachers will move up at least one level in three out of six school-selected competency elements from the Danielson framework.

Instructional strategies/activities

- Reaching the entire student body, the principal and assistant principals will visit each teacher's classroom at least 6 times over the course of the year (by June, 2013), and provide teachers with formative (not for file) written or verbal feedback aligned to school-selected competencies.
- This formative feedback will be provided within one week after 75% of the observations.
- Through weekly or bi-weekly professional development and frequent visits, the community of teachers and school leaders will develop shared norms for classroom expectations and for engaging in feedback conversations.
- The assistant principals (school leaders) will set up and follow a schedule for teacher observations and formative feedback aligned to school-selected Danielson competencies.
- Teachers for all students are the initial target with the expected benefit of student skills showing more depth of understanding.
- Supervisors will create and present PD for teachers to become more effective, in accordance with Danielson competencies.
- Staff will attend after-school PD to become more effective, in accordance with Danielson competencies.
- Implementation to commence September, 2012 and completion of the goal by June, 2013.
- New and expanded service for ESL students who also have special needs/learning accommodations: add a push-in teacher in certain classes to increase individualized attention for these students to succeed.

Budget and resource alignment

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Priority/Focus

Service and program coordination

- Weekly faculty meetings are available and used for professional development to reinforce and develop shared norms. The visits by school leaders are incorporated into their regular responsibilities (Tax Levy).
- Supervisors will create and present “Danielson” PD: 5 supervisors x 10hours for preparation; 10 supervisors x 5 hours for delivery of PD (through Priority/Focus funding).
- Staff will attend after-school PD: 17 teachers x 5 hours (through Priority/Focus funding).
- Priority/Focus funding used to fund two teachers pushing into a total of 5 classes

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- 2011-12 Progress Report, pp.2-3: The Weighted Regents Pass Rate was scored to be 13.94 out of 25. ALHS expects greater emphasis on Common Core aligned instruction to increase this metric to 15 out of 25. Improving student academic performance as measured by this metric should result from increased implementation of the Common Core.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- By June, 2013, each department in the core subjects (Math, English, Science and Social Studies) will construct and each teacher will implement **two Common-Core aligned units.**

Instructional strategies/activities

- Each of the core subject departments will devise two Common-Core aligned units that:
 - a) Are well-aligned to standards from the CCLS protocols and embed the skills outlined in the relevant Common Core instructional shifts.
 - b) Assess student learning with a rigorous performance task as indicated by Webb’s Depth of Knowledge
 - c) Teachers will participate in weekly or bi-weekly department meetings with the support of the school’s network achievement coach.
 - d) School leadership will meet weekly, join team meetings on a regular basis and coordinate this work across the grades.
 - e) Department teams will refine curriculum units and engage in a structured protocol to ensure alignment with the Common Core Standards.
 - f) ALHS will participate in a city-wide NYC DOE pilot program for the Common Core.
- Department chairs and lead teachers, with the assistance of other teachers, will produce new lessons, which, in turn, will be implemented by the entire staff.
- Departments will commence the development of Common-Core aligned units in October, 2012 and all teachers will have taught their two units by June, 2013.
- Contract with Third Party Provider for special development of CCLS Math curriculum.

Budget and resource alignment

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Priority/Focus

Service and program coordination

- Although some of the work necessary to implement this goal will be accomplished under the regular responsibilities of staff (Tax Levy), supervisors and teachers will develop new instructional units and lesson plans using per session payments. Expected per session requirements: 10 supervisors for 25 hours each, 10 teachers for 25 hours each and 25 teachers for 20 hours each (Priority/Focus funding). Contract with third party provider, “Metamorphosis Teaching.”

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- 2009-2010 SQR, p.5 : Teachers need to give students targeted learning goals with a focus on needed skills to improve learning outcomes.
- 2011-12 Progress Report, p.2: Credit Accumulation scores are low and need to be raised.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

XX 4.2 Instructional Practices and strategies
 4.3 Comprehensive plans for teaching

 X 4.4 Classroom environment and culture
 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- By February, 2013, 65% of classrooms will engage in Accountable Talk after 20 minutes of reading (Read 20 Initiative) as measured by the Accountable Talk Indicators created by the Institute for Learning and as evidenced by walkthrough observation.

Instructional strategies/activities

- The Principal and Assistant Principals will design and provide school-wide professional development on Accountable Talk as measured by the rubric for academic talk created by the Institute for Learning.
- The school leadership will monitor and provide actionable feedback to teachers on the quality of the Accountable Talk in their classrooms.
- The school leadership will identify model teachers who are highly effective at scaffolding and orchestrating productive academic, text-based talk in their classrooms and arrange for inter-visitations.
- To promote a culture of excellence and academic rigor, the attendance in and number of AP courses is being expanded,
- To promote a culture of excellence and college-readiness, the College Office will contract with “Naviance”, a third party internet based software package.

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority/Focus

Service and program coordination

- Regular Fair Student Funding (Tax Levy) is utilized. In addition, P/F funding is used to contract for Naviance software, to purchase additional materials for AP courses, for teachers of AP courses to attend training (2 teachers @ \$595) and to write AP curriculum (2 teachers x 40 hours each).

Service and program coordination

- Implementation of the Academy structure utilizes Fair Student Funding (Tax Levy). Note, the two comp-time positions for the Pathway Coordinators and two dedicated guidance counselors, consume more resources than a typical tenth grade program.
- ALHS has an active violence prevention program, spearheaded by its social workers, a free breakfast and reduced-cost lunch programs. These programs work to help achieve our instructional goals.
- Counselor(s) used to operate an after-school intramural sports program are paid per session through P/F funding.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- 2011- 2012 School Survey, p.5, indicates that 58% of parents feel that they receive infrequent information about what their child is studying in school.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- In the Ninth Grade Academy and the Tenth Grade Academy, at least one phone call home will be attempted for each student, every marking period.

Strategies to increase parental involvement and engagement

- Team leaders in the NGA and the TGA will implement the practice of having at least one phone call to the home of every student each marking period (every six weeks).
- This practice shall commence with the February term.
- Create a series of evening events for the parents to become better informed about their children’s curriculum and opportunities in the school. This may involve the production of materials for the parents to receive, refreshments and making teachers available after hours.

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority/Focus

Service and program coordination

- The practice of phoning the homes of students in the NGA and TGA will be undertaken during the normal teacher time. The creation of evening events for parents may incur expenses for refreshments and the production of materials and hand-outs (Tax Levy).

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Freshman reading and writing courses for all Ninth graders (Achieve 3000 and Read 180); English Regents prep classes for seniors who failed the Regents exam & others in lowest third; Read 20 Program	Whole class and small group	Tutoring during lunch periods and Saturdays;
Mathematics	Specialized MME and MSR classes for Regents Prep and struggling students; 3-term ESL and SpEd course sequence.	Whole class and small group	tutoring during lunch periods and after school tutoring; Saturday tutoring
Science	After school make-up labs; Saturday tutoring; Tutoring during lunch	Small group and one-to-one	During and after school
Social Studies	Lunch-time tutoring; After school and Saturday US. History and Global History review for Regents.	Small group and one-to-one	During and after school, Saturdays

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Pupil Personnel Team Interventions, initial reviews, group counseling, individual counseling, at-risk resource room Special PM School program for at-risk students, includes classes in MESSS subjects</p> <p>Special after school counseling</p>	<p>One-to-one and small group</p> <p>Whole class and small group</p>	<p>During school</p> <p>Special PM after school classes (P/F funding; 20 teachers x 2hrs/wk x 15 weeks)</p> <p>After school (200 hours maximum)</p>

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

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

School-wide professional development is held at weekly faculty meetings to increase teaching effectiveness. The development of professional skills helps to retain highly proficient teachers.

There are many positions within the school for “Lead Teachers” either as leaders of academies or in the development of uniform curricula and Core Curriculum-aligned units in the various disciplines. This intellectual stimulus helps to maintain proficient teachers.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

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 [i](#)

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 [i](#)

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 type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	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																		
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: _____ Hispanic/Latino: _____
 Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	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 additional language (Spanish and Russian) and one of the two Math teachers is fluent in Russian and one Living Environment teacher is fluent in Arabic. This allows for additional support for our SIFE students. SIFE students are encouraged and recruited to attend tutoring during the school day, afterschool and Saturday by our ESL and content teachers. They are also identified for peer tutoring which we organize during the school day and afterschool as part of the Title III afterschool program. This allows for student to receive language

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. We also have a Hispanic and Chinese club to support whose social activities encourage student attendance and academic success. LL Academy has three designated counselors who are fluent in Russian and Spanish. They support the students not only through counseling, but also by teaching lessons in ESL classes on such topics as high school graduation requirements and how to read and understand a transcript. They also work with the school social workers to provide additional support to subgroups such as our SIFE and LTE students. For example, our Bilingual Spanish Social worker has reached out to the Spanish speaking SIFE population and is forming a counseling group for these students. Our bilingual Spanish guidance counselor has an afterschool Spanish counseling group that includes ELL student, many of whom are SIFE.

b) Newcomers: 88% of our ELL population are newcomers. Most of these students are at the beginning (33%) and intermediate level (47%) of ELP. All ELL students participate in 20 minutes of independent reading daily in an ESL or content area class. Each subject area does reading on a different day of the week. This year this reading is focused on informational text to help students meet the common core standards in reading. Each month, each student writes an argument essay to develop skills to meet the common core standards in writing. In addition to receiving a freestanding ESL program, newcomers are recruited to attend our Title I Summer Enrichment program to accelerate language development, our Title III afterschool and Saturday program and our peer tutoring program. Newcomers are also supported by our supplemental co-teaching program in Living Environment and Social Studies. Those at the intermediate level participate in the Achieve3000 teenbiz reading program at least two periods a week in their ESL classes.

c) ELL student with 4-6 years: Most of these students test at the intermediate and advanced level of ELP. Their services match those of the LTE students as described below.

d) Long Term ELLs: These students all test at the proficient and advanced level in listening and speaking but struggle with their reading and writing. Most test at the intermediate and advanced level of ELP in reading and writing. Many of these students (61%) are also SWD. Their testing does not always reflect their full language capabilities. For example, 2 SWD continually test at the beginning level in reading and writing even though they have been in the country for 7 and 10 years and their writing profile is very different from other beginning students. LTE students who test at the intermediate level participate in Achieve 3000 reading program. Those who have not made appropriate gains on the NYSESLAT or have been held over one grade level receive an additional period of ESL that focuses on skills for the ELA Regents exam. Advanced intermediate students participate in the Icouldbe.org mentoring program. For these students we

partner with an organization called Icouldbe.org who provides an on-line curriculum related to adjusting to high school and post-secondary planning, called "Making the Most of Your High School Experience." Students are matched with mentors from outside organizations such as E*Trade and Goldman Sachs and once a week they communicate with that mentor. They receive up to 3 mentors over the course of the year, depending on their career goals. Based on research by Drexel University, this program has had success at improving students' decision-making skills and sense of self-efficacy. This means that as students engage with their online mentors, their ability to cope and succeed in school increases as a result of mentoring. Advanced LTE students at the 10th and 11th grade level receive an additional period of ELA to prepare them for to meet the common core standards in reading and writing and to help them pass the ELA Regents exam.

One advanced class of LTE students will participate in Lincoln Center's LEAD program. A visiting artist in drama will work with the ESL teacher to help students develop EL proficiency through drama activities. As all ELL students LTE students are encouraged to attend during the day, afterschool and Saturday tutoring. They are also recruited to serve as peer tutors in our peer tutoring program.

6. SWD have access to the same materials, programs and technology as all students. They are in the same ESL classes as all entitled ELL students. They are integrated into general education instructional programs when appropriate. In special education and integrated co-teaching settings the special education teachers use special education and ESL methodology to develop materials in the content areas to support language development.

7. Students with disabilities receive an instructional program as delineated in their IEP to ensure the least restrictive environment. Those receiving SETSS services are at the advanced level of ESL and are integrated into the school's academies, receiving the same content instruction as all students. They have ESL services to meet their language development needs. SWD who need greater support receive self-contained content classes in a small setting with a licensed special education teacher or receive content classes in an integrated co-teaching setting. They receive the same curriculum as all students in the school. They receive language support in their ESL classes and

A. Programming and Scheduling Information

those whose language skills warrant bilingual support have the services of a bilingual paraprofessional. Students with disabilities also participate in all the tutoring programs available to ELL students. These include during the day, afterschool, Saturdays and peer tutoring.

Courses Taught in Languages Other than English i

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

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

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

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

B. Programming and Scheduling Information--Continued

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

8. 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.
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 explored college and career options in a computer lab with the support of their art and ESL teachers.
17. Because we do not have a bilingual program, our NLA classes: Spanish, Russian and Chinese are electives.

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 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
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	
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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We assess ESL literacy with the Achieve3000 reading program, the Academic Language and Literacy Diagnostic (ALLD) and through the Milestone assessment program connected to this basal series.

2. NYSESLAT proficiency patterns:
 The majority of our students are 10th graders at the intermediate level of ELP in all modalities. We also have a high number of 12th grade entitled students (99). 82 of these entitled 12 graders are newcomers. Of these, 39 newcomers in the 12th grade have had only 0-1 years of ESL services. 50 of these newcomer 12th graders are testing at the Intermediate level of ESL. This explains why we have a high number of seniors testing at the intermediate level. The majority are testing intermediate in all modalities. This means that instruction has to emphasize all four language skills, even though the NYS Regents assessments mostly measure achievement through the modes of reading and writing.

4. a. We have one program style, a free-standing ESL program whose NYSESLAT proficiency patterns are listed in number 2. Last June the ELL students scored the lowest in Global History and the ELA Regents. Because many students are newcomers and at the intermediate level of ESL, the curricula for these exams in particularly challenging. Because we have oral interpreters for most exams not available in translation, ELLs have access to their native languages in all the content Regents exams with the exception of the ELA Regents. This helps students succeed, especially on the essay sections of these exams. The ELA examination remains a challenge given the high number of newcomers in our building, including seniors and given that only 34% of our students have reached the Advanced level of ELP.

b. & c. The results of the ELL periodic assessment are analyzed in Academy meetings by teachers, administrators and counselors of ELL students. Teachers on curriculum teams and individually use these results to plan instruction. Analysis of the results from the periodic assessment led to the purchase of Achieve3000 for the intermediate and advanced students since last year this exam identified reading as the skill with the lowest. This year we instituted native language classes in Russian, Spanish and Chinese to build literacy. Teachers use native language materials in the content areas, when available, to make content accessible.

5. NA

6. To evaluate our program we look at credit accumulation, scores on the ELA Regents and gains on the NYSESLAT exam. This year we created courses at the intermediate level to add a period targeting English language development, meeting the standards connected to the ELA Regents, and programmed for those students who were not making credit gains and appropriate gains on the NYSESLAT.

Paste response to questions 1-6 here

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: <u>Abraham Lincoln High School</u>		School DBN: <u>21K410</u>	
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.

2012-13 Comprehensive Education Plan (CEP)

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: Douglas Knecht	Network Leader: Kathy Pelles
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 350
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 10
of certified ESL/Bilingual teachers: 5
of content area teachers: 5

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 375 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, 75% of our total entitled population. Most of these students are at the beginning and intermediate level 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 (29) 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 (11) and multiple grade levels. This makes it challenging to provide sufficient support during the regular school day. In our last NYSED report card 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 a before school, after school and a Saturday component offering Math, Science, ELA/ESL and Social Studies. 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. Saturday classes run for 8 sessions in the fall starting in November and running through January and 14 sessions in the spring running from February through June. Saturday classes run from 9:00-12:30 (3.5 hours) and are scheduled to prepare students for the January and June NYSED Regents examinations. Before the regular school day, we offer Algebra twice a week for one period (45 minutes) on Tuesdays and Thursdays from October -June. After the regular school day, we offer two co-taught ESL/ELA classes to help students meet the ELA and Literacy common core standards. These classes run from mid-November until mid-June for 28 weeks. Attendance in the Title III program averages 25 students per class.

Before School:

Algebra: Tuesday/Thursday from 7:28-8:16 for 31 weeks from October-June.

Afterschool Academy

English/ESL: Tuesday/Thursday 2:30-3:15, 3:15-4:00

Saturday Academy: 9:00-12:30 Science, Social Studies, and Math

Part B: Direct Instruction Supplemental Program Information

In addition to per session support for staff, funding from this grant will allow us to purchase 100 licenses for Achieve 3000, a differentiated reading program to support literacy development in the Afterschool ELA and the Saturday Social Studies classes. Because there are no other on-site programs running this year on Saturdays, Title III funds are needed to pay for supervision of the Saturday program. We will also purchase dictionaries for students use in all Title III classes. A secretary will process the per session Title III documents in all programs.

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 the Assistant Principal of ESL and the Academy Coordinator. Both are licensed teachers of ESL. The sessions last 45 minutes and are scheduled on Tuesdays during the teachers' common planning time, September 2012- April 2013. Teachers in the Title III Academies attend these sessions.

September: Reading Comprehension Strategies

October: Looking at ELL student work to plan instruction

November: Developing Vocabulary in the Content Areas

December: Using the Title III AMAO estimator tool and the Pearson Inform website to plan Instruction

January: Addressing the needs of SIFE students

February: Meeting the NYS Common Core Standards

March: Developing Project Based Assessments

April: Strategies for Writing an Argument essay

Part D: Parental Engagement Activities

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 2012 to June 2013) 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: \$52844

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 	41,250.54	1) Afterschool ESL/ELA classes: 2 teachers @50.19/hr. x 28 weeks x 1.75 hrs = 4918.62 2) Before school algebra tutoring: 2 teachers @50.19/hr x 31 weeks x 1.5 = 4667.67 3) Saturday Academy: 6 teachers @50.19/hr x 22 weeks x 3.5 hrs = 23187.78 1 supervisor @52.52/hr x 22 weeks x 3.5 hrs = 4,044.04 4) Saturday Parent Academy: 1

Part E: Budget

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

Allocation Amount: \$52844

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		teacher @50.19 x 23 weeks x 2.5 hrs = 2,885.93 5) All programs: 1 secretary x 50 hours x 30.93 = 1546.50
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	NA	0
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	518.46	268.46 Consumable materials for parent classes and workshops 250.00 Bilingual Dictionaries for Title III Student Programs
Educational Software (Object Code 199)	11,075.00	11,075.00 subscription for Achieve 3000 Reading Program for 100 students.
Travel	NA	
Other	NA	
TOTAL	52844	