



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: ABRAHAM LINCOLN HIGH SCHOOL**

**DBN (i.e. 01M001): 21K410**

**Principal: ARI A. HOOGENBOOM**

**Principal Email: AHOOGEN.SCHOOLS.NYC.GOV**

**Superintendent: AIMEE HOROWITZ**

**Network Leader: KATHY PELLEES**

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

Name	Position and Constituent Group Represented	Signature
Ari A. Hoogenboom	*Principal or Designee	
Robert Polinsky	*UFT Chapter Leader or Designee	
Maria Casal	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Farnaj Monica	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Winnie Ducoste	Member/ Student O. Treasurer	
Dawn Casal	Member/ Student	
Giancarlo Gagot	Member/ Student	
Selie Deschamps	Member/ Parent	
Kenneth Mack	Member/ Parent	
Steven Markowitz	Member/ Parent	
Joseph Marshall	Member/ Parent	
Jennifer Baumfeld	Member/ Staff AP English	
Sandra Martin	Member/ Staff	
Joseph Renna	Member/ Staff, SLT Chair	
	Member/	

\*\*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 which must be maintained on file at the school with the original SLT signature page.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

### **Guidance for Developing Completing the Annual Goals and Action Plan Section**

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### ***All Schools***

Indicate that a section has been completed by marking an "X" in the box to the left of each section

<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>The SCEP Overview</b>
<b>X</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

**School Information Sheet for 21K410**

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	2313	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	41	# SETSS	4	# Integrated Collaborative Teaching	42
Types and Number of Special Classes (2013-14)					
# Visual Arts	45	# Music	10	# Drama	N/A
# Foreign Language	71	# Dance	N/A	# CTE	8
School Composition (2012-13)					
% Title I Population	3.6%	% Attendance Rate			85.5%
% Free Lunch	71.9%	% Reduced Lunch			7.0%
% Limited English Proficient	14.8%	% Students with Disabilities			13.8%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American			37.4%
% Hispanic or Latino	21.2%	% Asian or Native Hawaiian/Pacific Islander			16.7%
% White	23.9%	% Multi-Racial			0.0%
Personnel (2012-13)					
Years Principal Assigned to School	8.17	# of Assistant Principals			11
# of Deans	N/A	# of Counselors/Social Workers			11
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			12.2%
% Teaching with Fewer Than 3 Years of Experience	14.1%	Average Teacher Absences			7.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	71.1%	Mathematics Performance at levels 3 & 4			53.0%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			67.2%
6 Year Graduation Rate	74.9%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

**Accountability Status – Elementary and Middle Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

**Accountability Status – High Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		No
White	Yes	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Yes
White	Yes	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		Yes
White	No	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		Yes
Economically Disadvantaged	Yes			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### **Reflecting upon the 2012-13 SCEP**

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
Innovative school-wide structures have been created to address deficiencies identified in specific grades. The Ninth Grade Academy (NGA) was continued to maintain its results in credit accumulation. A Tenth Grade Academy was initiated to duplicate the NGA's results and address an identified problem in 10 <sup>th</sup> grade credit accumulation.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
Credit accumulation for the lowest third, especially in the 10 <sup>th</sup> grade; Development of Core Curriculum units; Improvement of classroom practices and assessment in accordance with the Danielson framework.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
There were limitations due to budget constraints and overcrowding, certain programs and classes could not be run because of insufficient money and space.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
The Tenth Grade Academy successfully increased the credit accumulation of their grades; the development of core curriculum units and classroom practices following the Danielson framework moved moderately forward.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	X	<b>Yes</b>	<b>No</b>
<b>If all the goals were not accomplished, provide an explanation.</b>			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>		<b>Yes</b>	X <b>No</b>

### **Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
Achieving measurable improvement as ALHS further develops and improves its practices.			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
An increase in credit accumulation and Regents pass rates.			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
Primarily through the weekly (Wednesday) staff meetings.			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
To provide controlled school structures for younger students and improved classroom experiences for all students.			
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>			
Maintain the pre-existing academy structures and improve classroom effectiveness.			
<b>List the key elements and other unique characteristics of your school's SCEP.</b>			
Academic Intervention Services and professional development			
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>			
School leaders have experience using data to measure school performance.			

## Goal and Action Plan #1 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Student Progress, in terms of credit accumulation and regents pass rates, should be over 80% in all categories; specifically, the pass rate for "lowest third" students should be no more than 10% lower than their corresponding group.			
<b>Review Type:</b>	Progress Report	<b>Year:</b>	2012-13
<b>Page Number:</b>	2	<b>HEDI Rating:</b>	C

### Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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.			
<b>X</b>	<b>2.2 School leader's vision</b>	<b>X</b>	<b>2.3 Systems and structures for school development</b>
<b>X</b>	<b>2.4 School leader's use of resources</b>	<b>X</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
The targeted population of high-need ELL students will improve their academic achievement as evidenced by a 5% increase in credit accumulation in Math, Science and Social Sciences by June 2014, with an interim progress check by February, 2014.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. Have dedicated ESL teachers "push-in" and co-teach with regular subject teachers in core, non-ESL classes for ELL students. 2. Provide Rosetta Stone software for individual student use to improve English language acquisition and use.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. 2.4 teaching positions, or 12 teaching periods a day, utilize this co-teaching approach. 2. Computer labs, with 36 computers each, have the software installed; use of computer lab time must be scheduled and coordinated with other classes that also use the computer lab.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. At the end of each term in this academic year (January and June), the credit accumulation for this target population will be 5% greater than it was the year before. 2. At the end of each term (January and June), there will be 5% increase in the pass rate of ELL students from one level of ESL class to the next, and out of the ESL language classes.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. This strategy was implemented at the start of the school year, September, 2013 and will continue through June, 2014. 2. The software was purchased and installed for the start of the current school year with a one-year site license, expiring in August, 2014.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. For the 12 affected classes, two teachers are working together to provide the necessary assistance for all these students to succeed in their non-ESL, core subjects. 2. The software license was purchased and use of computer lab time must be scheduled and coordinated with other classes.

### Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.							
<b>X</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>
							<b>Title III</b>
							<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

## Goal and Action Plan #2 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**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Design curricula that ensure that all students are engaged in rigorous tasks that require higher order thinking skills; curricula [should be] aligned in all grades.

<b>Review Type:</b>	QR	<b>Year:</b>	2012-13	<b>Page Number:</b>	5, 6	<b>HEDI Rating:</b>	D
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### **Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) 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.

<b>X</b>	<b>3.2 Enact curriculum</b>	<b>X</b>	<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

### **Annual Goal #2**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

All non-elective courses will have CCLS aligned curricula.

### **Instructional Strategies/Activities**

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

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

1. CCLS aligned curricula for all non-elective classes shall be written; supervisors will direct, oversee, review and approve these curricula.
2. Create and maintain program to counsel and tutor persistently failing students in the graduating cohort who still need to pass 1 or 2 regents exams.

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

1. 5 department Ass't Principals will direct the work of the teachers in this activity at 11 hours each; the curricula will require 30 teachers working in teams, about 17 hours to write.
2. Supervisors need to identify targeted students and the teachers who are available (during a "prep" period) to meet with the students.

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

1. By February 24, 2014, completed course outlines are due to supervisors; by April 23, 2014, course curricula are due to supervisors; by June 23, 2014 supervisors will publish school-wide copies of the curricula studies.
2. The graduation rate of the targeted students will increase by 20%.

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

1. By February 24, 2014, completed course outlines are due to supervisors; by April 23, 2014, course curricula are due to supervisors; by June 23, 2014 supervisors will publish school-wide copies of the completed curricula.
2. Students and teachers will be identified and programs adjusted in time for counseling/tutoring to commence with the second marking period of the Spring term.

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

1. The work will be completed outside of regular school hours, and will incur per session payment to Ass't Prin.'s ("Supervisor Per Session", 55 hrs) and to teachers ("Teacher-Regular Grades-Per Session" 30 teachers for 17 hours each).
2. Per session tutoring, 3x's each week, during "prep" periods; 20 staff at about 27 hours each, from March through June, 2014.

### **Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>	<b>PF CTE</b>	<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>
	<b>PF ELT</b>	<b>PF Inquiry Teams</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>		<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

## 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**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Improve coherence of instructional practices throughout the school so that all students have entry points into meaningful academic engagement.

<b>Review Type:</b>	QR	<b>Year:</b>	2012-13	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	D
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### **Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) 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.

<b>X</b>	<b>4.2 Instructional practices and strategies</b>		<b>4.3 Comprehensive plans for teaching</b>
<b>X</b>	<b>4.4 Classroom environment and culture</b>	<b>X</b>	<b>4.5 Use of data, instructional practices and student learning</b>

### **Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

75% of the faculty will demonstrate effective teaching practices as defined by the Danielson approach, as measured by an increase of one level in half of the Danielson categories by June, 2014.

### **Instructional Strategies/Activities**

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

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

1. Supervisors and teachers will develop after-school PD for the rest of the staff, to increase teacher effectiveness in accordance with the Danielson framework.
2. Create a Credit Recovery program encompassing 8 classes, identified as the highest need courses.
3. Purchase textbooks for AP classes.
4. Implementation of "Math 180" program, including licensing, materials and training.
5. Implementation of "Vocabulary" program, together with "Read 180 Next Generation" program materials and training.

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

1. Supervisors and teachers produce the training, and use of the school's facilities to host the training: Teacher-Regular Grades-Per Session, 21 teachers for a total of 550 hours.
2. 8 teachers at 58 hours each (including 4 hours for prep and paperwork) and one supervisor for 24 hours.
3. Teachers of the AP classes, with her of their supervisors, determine the text and the number for each course.
4. Teachers identified to utilize the Math 180 program will attend appropriate PD.
5. Teachers identified to utilize the Vocabulary and Read 180 programs attend appropriate PD.

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

1. Teacher effectiveness, as measured by the Danielson Framework, will improve ½ a grade by June, 2014.
2. Credit accumulation for the lowest third should increase by 10% as of June, 2014.
3. Teachers of AP classes will report that they have adequate materials and resources.
4. The credit accumulation and pass rate in the Algebra Regents for those students receiving the Math 180 program will increase by 60%.
5. The credit accumulation and pass rate in ELA classes for the targeted students will increase by 60%.

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

1. The PD will be on-going, in that they will occur throughout the school-year. The first PD sessions were ready in October, 2014, and will continue through May, 2014.
2. Students requiring make-up credits from the Fall term will be identified in February, 2014, with classes commencing March, 2014.
3. Textbooks to be purchased in December, 2013.
4. Training for the program will commence in October, 2013 and be implemented by early November, 2013.
5. Training for the program will commence in October, 2013 and be implemented by early November, 2013.

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

1. Per Session costs include: 550 teacher hours for the development of the sessions at 21 teachers for 26 .25 hours each; and 300 teacher hours and 45 supervisory hours during the PD program itself.
2. Per Session costs for teachers (58 hours each) and a supervisor (24 hours); after school classroom use must be allocated.
3. Cost of textbooks from various publishers
4. The cost of "Math 180", training for 10 teachers, including "Math 180 and Differentiation" was \$12,799.
5. The cost of "Vocabulary" and "Read 180" materials and training for 10 teachers.

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>	<b>X</b>	<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>X</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults (1.4)

<b>Review Type:</b>	Progress Report	<b>Year:</b>	2012 - 13	<b>Page Number:</b>	2, 3	<b>HEDI Rating:</b>	C
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**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) 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.

<b>X</b>	<b>5.2 Systems and partnerships</b>	<b>X</b>	<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>	<b>X</b>	<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

The percent of students in the lowest third in 1<sup>st</sup> and 2<sup>nd</sup> years earning 10+ credits will increase by 5% over the prior year as measured by grade results in June, 2014.

**Instructional Strategies/Activities**

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

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

1. Creation of an after-school intramural sports program, utilized as a motivational system for students.
2. Develop a Ninth Grade Academy Behavior Management Curriculum.
3. Creation of an after-school Regents tutoring program, in both the Fall and Spring terms.
4. Institution of college readiness program for Ninth and Tenth graders by third-party, "Follow Us LLC" for 18 workshops, each for 25 – 34 students. Program focuses on career goal exercises, time management, college conversations and leadership development.
5. Renew subscription to "Naviance", an on-line college application software program usable by all students throughout high school.

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

1. Two guidance counselors and one social worker, 60 hours of per session each, utilizing a school gym after school.
2. Teacher per session, allocated 29 hours to develop the program.

3. 5 teachers and a supervisor in the Fall, 10 teachers and a supervisor in the Spring, each person for 30 hours per term
4. Purchase of Follow Us program; scheduling of ninth and tenth graders for this program.
5. A.P. of Pupil Pers.Services, College Office and guidance staff.

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

1. We will look for an increase in attendance (objective), in class participation (subjective) and a reduction in disciplinary reports.
2. Disciplinary incidents in the NGA will reduce by 20%, and student averages for the lowest third will increase by 15%.
3. In January, 2014, the Regents pass rate of those attending the tutoring classes should exceed 50%, and the pass rate of students in the lowest third should increase by 5%.
4. Ninth and tenth grade credit accumulation will increase at end of term and disciplinary problems will decrease.
5. By February, 2015, 90% of the senior class will be identified as either (i) having applied to a college or (ii) having identified a non-college career path.

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

1. The program will commence after the February/Winter break and will be completed by the last week in May, 2014.
2. The program will begin in November, 2013, ready for implementation in classes with the beginning of the new Term in February, 2014.
3. Students in need should be identified and classes commence in December, 2013. Corresponding classes in the Spring term will commence in the first week of May, 2014.
4. The program dates will be scheduled throughout the Spring Term.
5. On-going use of existing software, greater influence of the software’s functionality to be noticeable after Fall, 2014

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

1. Reservation of gym time, after school; 60 hours of per session x 3 staff members.
2. Teacher per session, 29 hours.
3. From the Regents classes, students at risk of failing need to be identified; available classroom space needs to be allocated and scheduled. Total per session is 450 teacher hours and 60 supervisor hours.
4. Scheduling of students and classrooms on program dates; Cost to be paid to third-party provider, \$8,750.00
5. Guidance and college Office staff will visit junior & senior classes early in the Fall, 2014 term to jump-start the use of Naviance.

**Budget and Resource Alignment**

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

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

Indicate using an “X” the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>	<b>X</b>	<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
<b>X</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**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**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Establish a culture for learning that communicates high expectations to staff, students and families, and provides support to achieve them?

<b>Review Type:</b>	LES	<b>Year:</b>	2012-13	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	NA
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**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) 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.

	<b>6.2 Welcoming environment</b>	<b>X</b>	<b>6.3 Reciprocal communication</b>
	<b>6.4 Partnerships and responsibilities</b>	<b>X</b>	<b>6.5 Use of data and families</b>

**Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

School Survey results from student families in 2014 will indicate an improvement in all four categories, increasing the score to 11.75; Increase parent engagement as evidenced by scores of 80% for "Receiving an invitation to a parent event" 3 or more times on the survey to be taken in 2014.

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Produce a professionally printed and bound booklet for parents and students, including, *inter alia*, monthly calendars, a school directory, course bulletin, graduation requirements and disciplinary rules.
2. Create a parent-oriented blog.
3. Create a Saturday Program for parents focusing on pupil pathways, student progress and college and career readiness.

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

1. Overseen by AP, PPS, with input from Department A.P.s and staff, Parent Coordinator and PTA Officers.
2. Parent Coordinator, PTA Officers
3. Parent Coordinator, AP Guidance, teachers to assist in presentations and "kids camp" to watch younger siblings of students; per session costs for staff time and refreshments for parents and their children

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

1. 2015 School Survey rating will improve 5% with respect to parent engagement categories;
2. 2014 School Survey ratings will improve;
3. Saturday programs and follow-up PTA meetings will conduct an exit survey for participating parents.

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

1. Substance of booklet completed, including compilation of information, all printer-ready by June 1, 2014, to be sent to printer.
2. The parent blog will commence in January, 2014
3. The Saturday programs for parents will be held in the Spring term, one before the Easter break and another before Memorial Day.

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

1. Supervisor per session: 5 supervisors, 8 hours each; Staff per session: 5 staff at 8 hours each; Cost to publisher for 5,000 booklets paid to Premier School Specialty, \$9,000.
2. Cost of a blog site; per session work by a staff member to monitor the blog, 100 hours
3. A 2-hour program for parents, involving 2 supervisors, 3 teachers and 3 guidance counselors; the child care/kids camp program involving 1 supervisor and 9 teachers, plus the cost of refreshments.

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

## Academic Intervention Services (AIS)

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

### Description

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Regents Tutoring Credit Recovery	Small Group Accelerated Classroom	Saturday After School
<b>Mathematics</b>	Regents Tutoring Credit Recovery	Small Group Accelerated Classroom	Saturday After School
<b>Science</b>	Regents Tutoring Credit Recovery	Small Group Accelerated Classroom	Saturday After School
<b>Social Studies</b>	Regents Tutoring Credit Recovery	Small Group Accelerated Classroom	Saturday After School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Intramural Basketball	Small Group	After School

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
For new hires we seek dual certification in Sp.Ed. and a subject area; all existing hires are already qualified in their subject area.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Almost every week, at regular Wednesday staff meetings, the staff receive professional development.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
School Staff visit STH students, provide clothing and a supplies "care package"; Domestic Violence awareness programs (Mayor's Office, "Take a Stand", student violence prevention, including "Take A Stand" bullying prevention and a RAPP program.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Committees for MOSL/MOTP; use of lead teachers in administration of 4 academy structures within the school.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

## **Parent Involvement Policy (PIP)**

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. In addition, our school will support parents and families of Title I students by:

- 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; in support of this goal, some PTA meetings will focus on the college application process, college financial aid, the CCLS standards and Lincoln's Academy structure.
- 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; this is accomplished through, among other things, a newsletter and the school's web-site.

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 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 1<sup>st</sup> 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;
- 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;
- 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;

**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 1<sup>st</sup> 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.

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

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

## Part I: School ELL Profile

### A. School Information

District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>410</b>
School Name <b>Abraham Lincoln High School</b>		

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

Principal <b>Ari A. Hoogenboom</b>	Assistant Principal <b>John Xavier, AP PPS</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Monica Leeper</b>	Guidance Counselor <b>Qiana Spellman / Irina Katsyf</b>
Teacher/Subject Area <b>Alissa Maaliki/Science</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Naomi August/ESL</b>	Parent Coordinator <b>Tiffany Lewis</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>8</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>6</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>2324</b>	Total number of ELLs	<b>361</b>	ELLs as share of total student population (%)	<b>15.53%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained										27	19	13	9	68
Push-In										3	2	1	1	7
<b>Total</b>	0	0	0	0	0	0	0	0	0	30	21	14	10	75

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	361	Newcomers (ELLs receiving service 0-3 years)	259	ELL Students with Disabilities	28
SIFE	61	ELLs receiving service 4-6 years	58	Long-Term (completed 6+ years)	44

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	259	32	6	58	19	12	44	10	10	361
Total	259	32	6	58	19	12	44	10	10	361

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	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										24	18	22	11	75
Chinese										5	9	8	6	28
Russian										12	10	13	7	42
Bengali										8	4	3	1	16
Urdu										19	14	15	12	60
Arabic										5	10	8	3	26
Haitian										2	1	3	2	8
French										1	0	0	1	2
Korean										0	0	0	0	0
Punjabi										0	1	0	1	2
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										20	22	31	29	102
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	96	89	103	73	361

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										27	21	4	20	72

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										28	36	22	44	130
Advanced (A)										32	21	16	35	104
Total	0	0	0	0	0	0	0	0	0	87	78	42	99	306

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	409		110	
Integrated Algebra	225		179	
Geometry	80		56	
Algebra 2/Trigonometry	43		35	
Math				
Biology				
Chemistry				
Earth Science	75		39	
Living Environment	150		60	
Physics	32		28	
Global History and Geography	380		211	
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Currently, 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. However, due to the common core implementation, we are re-designing our curriculum to better align with the standards. During C-6 assignments, ESL teachers are meeting together to form benchmarks to evaluate early literacy skills. Data shows that the majority of our incoming students from intake are beginners. They have not had exposure to the English language and are fairly new to the country. As incoming 11 and 12 graders test as beginners, data shows that they struggle with passing ELA and US history. The majority of our students 84% , even if they are beginners, are able to pass the Algebra Regents and even a science regents. We have a significant number of students that are admitted one or two months after the beginning of the semester. Therefore, we have made provisions not to fill beginner level ESL classes to capacity to allow room for over the counter ELLs. Naturally, we are concerned about over-age ELLs, long term ELLs and SIFE which guides our decisions in identifying ways to use Title III, SIFE Grant and other resources to design interventions geared toward improving student achievement such as Destination Math, Rosetta Stone, Academic Language and Literacy Diagnostic (ALLD) and through the Milestone assessment program connected to this basal series Milestone Readings, LEAD theatre /Arts and Achieve 3000 as early interventions to improve literacy skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

We have 72 students that are beginners, 130 students that are intermediate and 104 that are advanced. The majority of our students fall within the intermediate level. While data shows us that we are doing a good job at moving most of the students forward into the intermediate level, we need to explore ways to identify specific learning skills that student find challenging on the NYSESLAT. Most of our SIFE and LTE are stagnant at their current level and struggle with the reading and writing segments of the exam. The data gives us a chance to monitor their progress more efficiently and adapt a learning style suitable for them to make gains on the NYSESLAT exam. Most of our newly admitted students last year and this year coming into the school are in 10<sup>th</sup> and 11<sup>th</sup> grade and test at the beginning level of the LBR. This explains why we continue to have a high number of intermediate students the following year in the 11<sup>th</sup> and 12<sup>th</sup> grade. The trend shows that these particular students struggle the most on the ELA regents and may be delayed from graduating with their cohort group.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Even though current data is not available for the modalities, historically, the majority of our students 10<sup>th</sup> graders and 11<sup>th</sup> graders are at the intermediate level of ELP in all modalities. We also have a high number of 12<sup>th</sup> grade entitled students who are newcomers. Of these, 33% newcomers in the 12<sup>th</sup> grade have had only 0-1 years of ESL services. 50 of these newcomer 12<sup>th</sup> graders are testing at the Intermediate level of ESL. 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. For each program, answer the following:

- a. 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?

All assessment information on ELL Periodic Assessments, LAB-R, NYSESLAT is shared with the ESL and ELL Academy teachers.

During CPT, teachers meet as an inquiry teams and use multiple sources of information on student performance and achievements to guide action plans for our struggling ELLs. All information is shared and always available for teachers to access.

ELL Periodic Assessment is given to students in the Intermediate and Advanced levels of ESL instruction. Information is used by teachers to determine areas that need additional and intensive attention whereby teachers re-design lessons that better target the student's weakness. Often, 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 since the exam previously identified reading as the skill with the lowest score. Currently, we use native language materials in Russian, Spanish and Chinese to build literacy.

## Teachers

use native language materials in the content areas, when available, to make content accessible.

Student progress between periodic assessment and the NYSESLAT provides teachers with interim information on the progress students are making without having to wait for the yearly language achievement assessment. As mentioned, information from periodic

assessment is very useful, when available. The system to provide information on ELL Periodic Assessment has not been consistently efficient. It only provides us with a general proficiency level without pointing to specific learning objectives or standards that would help us better serve our students. Both the Scantron Performance Series reading so we decided not to give the periodic assessment this

year; rather, we will give our own internal assessments with standards based benchmarks designed by the team of teachers in the ESL department and ELL Academy.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

We order textbooks from amazon in the student's native language. We have Russian, Chinese and Spanish textbooks in US History and Science. We support our students native language by providing them with glossaries, dictionaries and reading material in their native language. The classrooms have these materials set up in a closet. We also have staff on hand that are bi-lingual and translate instruction in the native language, when necessary. Students are able to use laptops/ipads during class to access websites with translated editions of classwork materials. Students are allowed to discuss the lesson in their native language with their peers and often use cognates and allow code swithcing. Often, our teachers use the students home language to explore culturally-based ways to communicate a lesson effectively for students.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

To evaluate our program we look at wide range of information. Along with the Principal, APs, guidance counselors, Academy leaders, and teachers, we are constantly looking at ARIS for credit accumulation, regents scores in particular scores on the ELA and tracking our lowest third population. We look at gains on the NYSESLAT exam made by our ELLs especially the SIFE and LTEs. This year we created extra 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. In inquiry teams, we review our Progress report and analyze our Annual Measurable Assessment Objectives (AMAOs), which give us a view of what progress ELLs are making in language proficiency through the NYSESLAT. The AMAOs information aids us in targeting instruction with the skills the students need and identifying practical strategies to assess student learning.

## Part IV: ELL Identification Process

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

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

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, Alissa Maaliki, an ELL academy 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, the coordinator determines whether students are eligible for the LAB-R exam, whether they are SIFE, and their eligibility for the Spanish LAB exam.

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.

The Lab /SEBIS coordinator 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 in their native language 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.

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

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. Maaliki 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, December, March and April conducted by Jacinta Leeper, a certified ESL teacher and the ELL Academy Pathway Coordinator. We also have teachers that serve as translators on site: Ms. Maaliki ( Arabic-Science/Besis Coordinator), Mr. Cruz ( Spanish-Foreign Language) and Mr. Chen ( Chinese-ESL) as well as the school's Bilingual Guidance counselor, Ms. Qiana Spellman. 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.

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.

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 the programs offered by the NYCDOE, very few parents request a bilingual or dual program.

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

First, notifications by telephone and mail are sent to parents, advising them of the upcoming administration of the test. 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. Based on the information on that report, eligible ELLs are scheduled to take the NYSESLAT.

In addition, Ms. Maaliki visits classrooms to explain to students the significance of this exam and ESL teachers emphasize to students

the importance of the exam.

The ESL Coordinator refer to the ATS report RLER to identify eligible ESL students, who need to be administered the NYSESLAT, and they develop an examination schedule accordingly. The coordinator assigns each ESL teacher a specific list of students to whom to administer the Speaking portion of the exam. All ESL teachers are involved in administering the NYSESLAT. For the oral

part of the exam, an extensive calendar of groups to be tested throughout the school day is put together and followed through. All ESL teachers volunteer their planning periods to work on the administration of the NYSESLAT. As the school schedule provides for 47 minute periods, and NYSESLAT guidelines recommend that the Reading and Writing components of the exam allow for

students to work for 50 or 55 minutes, the testing classes are placed in a un-interrupted section of the school by the library on the third floor during four days. The administration of the Listening part of the NYSESLAT is administered on the fifth day of the same week. During training for the NYSESLAT, teachers are asked to notify and send to the ESL Office any student who may have been absent to any of the parts of the test. These students are tested immediately. Also, students who have missed one of the parts of the test, are looked for in other subjects classes and tested immediately when located. We make every effort to test every student by administering several make-up exam sessions for students who miss their scheduled testing session.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
- The majority of the parents choose ESL. Of the 58 newly arrived entitled students this year, 2 parents requested a bilingual and 4 requested dual program. We maintain records of parent requests so that whenever a bilingual or dual program is requested by 20 parents, it is the schools intention to establish the program that the parents want. In those instances, parents can be promptly contacted by phone and letters sent out to inform them of this option for their children.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

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. We have several ESL content classes being taught: ESL/ELA, Living Environment/ESL, Earth Science /ESL. We also have two ESL teachers that provide pull-out services one period every day.

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.
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)?
 

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.

1) 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)

2) 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)

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)

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

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, we have added co-teaching classes between licensed content and a licensed ESL teacher. This provides additional support particularly for our newcomer and SIFE population in content areas classes. This is in addition to the Part 154 mandated number of ESL instructional minutes. The goal of this support is to scaffold instruction and accelerate

English language development in the content area classes. In the co-teaching setting, ESL and the content teachers meet at least two times a week to create meaningful performance tasks customized to fit the students needs while maintaining the rigor demands of the common core. This makes it more strategic for teachers to meet often and discuss instructional strategies that address the common core standards while targeting the students skills. All of these lessons are created by the teachers with the ultimate goal of directly aligning the common core standards with the curriculum ESL support that teachers have designed themselves. Our school wide focus is ensuring that our ELL students can read and write more in the content areas. One way our teachers accomplish this is by building on the student's lived experiences from their country. Exploring culturally -based rich text in all disciplines allows students and teachers to communicate more effectively with the students. Teachers often seek out reading materials through Achieve 3000 to make home culture connection with the students. Using informational text with content that is level and age appropriate for our ELLs allows student to make references in their writing and easily transition through their paragraphs. 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. Students are encouraged to come to Saturday School to make-up exams or any missed work.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All ELLs are placed homogenously in the ESL Academy by NYSESLAT level. The ESL teachers move along a continuum of benchmarks that asses all four modalities of students so we can see progression from September until June. The assessments are analyzed during CPT so we can design better lessons that address the students' weaknesses. All content classes are taught in English whereby the students must read, write, speak and listen in English in every class.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

5) a. SIFE: Our entitled SIFE population (61 students) is comprised of multiple home language groups: Arabic speaking,

Bengali,

Fulani, Haitian Creole, French, Nepali, Russian, Spanish, Urdu, Ukrainian and Uzbek. In addition to our ESL services our SIFE students receive additional instructional support. This year we added more 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)

textbooks and instructional materials in native languages where available, especially in Spanish and Chinese. In the Spring

Social

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

Studies teachers speak an additional language (Spanish and Russian) and one of the two Math teachers is fluent in Russian and one science 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 support from peers in both English and their native language. Under the Title III grant, our librarian tutors students who speak Urdu and Bengali as part of the Southeast Asian club. also have a Hispanic and Chinese club to support whose social activites 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 counselor has an afterschool Spanish counseling group that includes ELL student, many of whom are SIFE.

guidance

b) Newcomers: 84% of our ELL population are newcomers. Most of these students are at the beginning (43%) and intermediate level (37%) 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. Tho better align with the standards, we 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 shift 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.

those

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

ELLs (

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 our our long term 54%) are also SWD. Their testing does not always reflect their full language capabilities. For example, 4 SWD continually test at the beginning level in reading and writing even though they have been in the country for 7 - 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 heldover one grade level receive an additional period of ESL that focuses on skills for the ELA Regents exam.

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 prociency 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.

with the

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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 coteaching settings the special education teachers use special education and ESL methodology to develop materials in the content areas to support language development.

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

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 coteaching setting. They receive the same curriculum as all students in the school. They receive language support in their ESL classes and 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 ⓘ

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:				
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

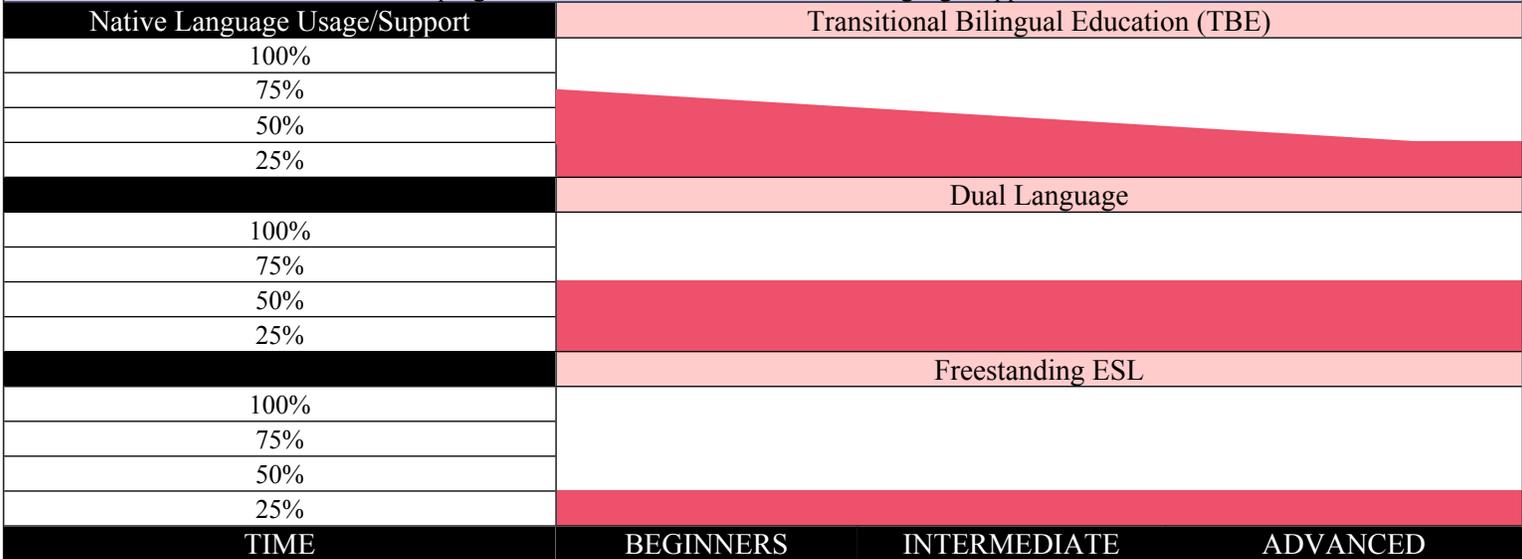
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

This year, we earned 0.79 extra credit points on the Progress report for closing the achievement gap among ELLS . Our program serves all ESL students of all abilities. We are able to target our lowest third early in the year and offer them intervention services to address their weakness. Because of the intervention strategies and aligning the curriculum with the standards, more students are being promoted to the next grade level, helping them accumulate credit and graduate on time. Every year, we notice that our target list of struggling ELLs is slowly decreasing year after year which means that our efforts at providing them with additional support is causing more of them to be placed back on track with their peers. ESL and content teachers meet to analyze student data, look at the NYSESLAT score and writing samples of students to diagnose their weakness and build on the student's strength. The delivery of instruction emphasizes scaffolding a lesson and customizing the lesson to fit the students current performance level. All of the differentiated instruction for ELLs is standards based and follows a consistent criteria for progress on a continuum. Students do not stay at their level, but move ahead when the student and teacher agree that the advancement to the next level is appropriate. All of the teachers use different forms of assessment to adjust the learning practices for the student. The classes have learning targets that students need to learn to master and develop a skill before moving ahead. Depending on student's need, interventions may include placement in specific groups for more targeted instruction for struggling ELLs, extra support classes after school with an ESL/ELA mixed class or extension for a Saturday class. In all supplemental classes, ELLs receive English decoding, phonics, vocabulary development and reading comprehension. We have learned that providing instruction for ELLS with two teachers, one ESL and one content, greatly increases the students chances in improving their results for reading and writing in English. Teachers continue to develop ways differentiate and layer instruction in a variety of ways to insure that content can be accessed by all students regardless of their language or literacy skills. This occurs by providing differentiated materials and resources, using videos, images, music, hands-on activities and realia. They provide differentiated activities that allow students to present their learning visually, orally, dramatically and/or in writing. The art of co-teaching is that scaffolding instruction is only done for students who need it while eliminating scaffolds for those who don't need it. We have found that teaching all students to use a graphic organizer or a more structured paragraph format such as the MEAL (Main Idea, Evidence, Analysis, Linkage) template or our own in school template has improved our writing results on the ELA and social studies Regents exams. More of our students are moving along academically well in comparison to their mainstream peers . ELLs who have tested out can attend the afterschool and Saturday Title III programs. These students are monitored by their guidance counselors who continues 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.

11. What new programs or improvements will be considered for the upcoming school year?

Rosetta Stone will be implemented as part of the class curriculum and enrichment classes. We are hopeful that we will see students make gains on the nyseslat exam for the the listening and speaking sections. Rosetta Stone will be used for SIFE and beginners who need to build basic communicative skills and develop a functional vocabulary.

We would like to add more co-teaching classes across the school.

We want to employ more licensed ESL teachers to increase our current push-in and pull-out program which has been successful for our LTE and SIFE students.

We would like to start a Computer Parent class to instill parental participation at the school and to empower them to help their children with research-based homework or exploring the internet for educational websites in their native language.

12. What programs/services for ELLs will be discontinued and why?  
None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Rosetta Stone will be used for our Beginner and struggling SIFE/LTE students. 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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
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. We allow students to work in homogenous groups during class as well as use dictionaries, glossaries and translated regents in their native language. Our teachers often use culturally-based lessons to bridge the experience for the students into the classroom setting by activating prior knowledge from their home country.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?  
All of our required services and resources are purchase due to their alignment with high school, Regent-level curriculum, the common core and the state standards which follow the 9-12 grade learners. We track our students and see their progression academically and socially once they utilize the available resources. The support services and resources are always in high demand and rarely are they left abandoned by the teachers/students. We always get feedback about what is beneficial for our kids and what has been appropriate for their level. At the end of the year, the assessments let us know if materials were beneficial or not.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
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.
18. What language electives are offered to ELLs?  
We currently do not have any NLA classes other than Spanish. Most of our ELLs have their foreign language credit, however, we do offer Spanish as an language elective.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A



## C. Professional Development and Support for School Staff

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

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.

Our new partnership with Project RISE( Realizing International Support for Ells) will also supplement existing efforts to raise ELL student achievement by providing support for professional development and collaborative interdisciplinary planning time. Teachers attended a four day PD in August with Project RISE to formulate expectations and build congruence in the reform process of the ELL Curriculum. To better assess student progress and ensure that they will be better prepared for the Regents, students will be highly encouraged to come to Saturday School twice a month where they will take a Regents Exam that focuses on the identified student's area of weakness ( Multiple Choice and/or Constructed Response ).

Every Wednesday, our school has department or academy meetings. An agenda has already been scheduled to address Common Core Alignment in all classes. Teachers in the ELL Academy will use Text Complexity: Raising Rigor in Reading as the text of choice to collaborate with the ELL teachers during academy meetings as well as CPT meetings twice a week.

September- determining the main/central idea

October- Citing specific textual evidence

November- using context clues or key terms

December- analyzing relationships

January - SCHOOL WIDE ASSESSMENT of 4 major themes

February - use reasoning and text to support author's claim

March - compare the point of view of two author's

April - analyze multiple documents to assess point of view

May - challenge the author's claim

June -SCHOOL WIDE ASSESSMENT of everything

Professional Development plan with International Network PROJECT RISE is to address the disconnect between the curriculum being used and student's slow progress to achievement which impedes their graduation. PD will allow content and ESL teachers to examine issues and set realistic, measurable goals that mold the new common core curriculum into coherent instruction for ELLs in their core subjects.

Teachers will take part in intensive professional development and coaching to focus on topics including:

1. Language and content integration
2. Differentiation for heterogeneous groups of ELLs
3. Scaffolding for ELLs
4. Classroom management
5. Reading and writing across the content areas
6. Curriculum planning
7. Collaboration and project-based learning
8. Assessment

In addition, Project RISE teachers at Lincoln will have the opportunity to visit other Internationals High Schools to observe and meet

with highly successful teachers of ELLs.

Below is an overview of Project RISE

PROJECT RISE – Realizing Internationals Supports for English Language Learners

PROJECT GOAL: To improve ELL student achievement, graduation rates, and college readiness through implementation of four key

elements of Internationals’ innovative instructional, structural and professional development approach

In Lincoln High School, where Project RISE is being implemented with a core group of teachers that teach Living Environment, Earth Science, Social Studies, US history, beginner, intermediate, advanced ESL and ELA from the ELL Academy, (1) collaborative interdisciplinary teaching teams responsible for (2) shared heterogeneous groups of students will provide opportunities for teachers to enhance instruction through (3) the integration of language and content using (4) collaborative experiential projects across the curriculum. The integration of these four elements will result in higher quality instruction and improved educational outcomes for the ELLs affected by RISE.

Teachers participating in Project RISE at Lincoln HS will take part in ongoing professional development, leadership and instructional coaching, and have access to resources and tools for teachers and leaders for the next .

Below is a list of what INPS is providing to Lincoln via Project RISE

INTERNATIONALS NETWORK FOR PUBLIC SCHOOLS WILL PROVIDE FREE OF CHARGE:

- An intensive 3-4 day professional development institute for participating teachers at the start of 2013-2014 prior to the beginning of the school year;
- School-wide needs assessment to identify areas of current instructional and leadership capacity;
- School-wide access to ISHARE, Internationals’ online curriculum library;
- Instructional rounds at least two times each year to set baseline and provide formative feedback;
- One part-time Instructional Leadership Coach (ILC) on site at Lincoln HS who will:
  - o Support capacity of school leadership to promote instructional and structural changes focusing on language and content integration and experiential project-based learning;
  - o Support teachers to plan project-based, experiential, rigorous curriculum;
  - o Observe and provide feedback to individual teachers;
  - o Support interdisciplinary teacher teams;
  - o Support teachers in effective use of ISHARE (online curriculum library)
  - o Organize two yearly visits to International High Schools in NYC to build peer relationships and provide opportunities to observe implementation of key strategies;
  - o Meet monthly with school leaders.

ILCs will be on site at Abraham Lincoln HS as follows:

- o School Year 2013-14: 2 days/week with Mr. Dolan
- o School Year 2014-15: 2 days/week
- o School Year 2015-16: day/week
- o School Year 2016-17: biweekly

- Inter-visitations to International High Schools in NYC (twice a semester)
- Ongoing professional development workshops at school on topics including, but not limited to:
  - 1) language and content integration
  - 2) designing collaborative, experiential projects for heterogeneous groups, and
  - 3) working in teams.

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.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. We have an organized Parent Teacher Association (PTA) that meets monthly to discuss ways to support all students. Several members of the PTA are parents of ELLs attend together, but mostly, ELL Parent Meetings are organized by the pathway coordinator, Jacinta Leeper. The ELL Parent Meetings are held four times a year; 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 and the importance of the NYSESLAT exam. 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
  2. During ELL Parent Orientation, Ms. Leeper administers a survey to assess parents' needs during the school year. Within that survey, parents are offered the opportunity to select topics they would like us to design for future meetings. At these workshops, a group of translators in languages such as Chinese, Spanish, Russian, Arabic, Urdu, Bengali and Turkish is present to offer simultaneous interpretation to parents. During the meetings, parents receive information on a variety of topics of interest to them. The workshops also serve as opportunities for teachers and guidance counselors to meet, establish linkages and provide support to parents. The Parent Coordinator also publishes a monthly informational newsletter that is translated into Spanish, Chinese, Creole, Korean, Urdu, Bengali and Russian. In this newsletter, information about school events, assessments, concerns, and all other pertinent notifications is made accessible to parents. Currently, we do have a partnership with Panim el Panim which advocates for mobilizing community resources to our ELL students and parents.
  3. Parents are always welcome to visit our school and meet with the Parent Coordinator, teachers, guidance counselors or supervisors. We conduct a survey to assess parents' needs during the school year.
  4. Through Title III funds, we normally offer Saturday Parent classes and will be adding Computers Parent Classes due to an increased interest in computer use.

## E. Additional Information

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

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: **410** School Name: **Abraham Lincoln High School**

Cluster: **1** Network: **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**

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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.

Initial 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**

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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.

Through the review of the overall languages represented at Lincoln, it was determined that the larger groups spoke Spanish, Russian, Uzbek and Urdu. Based on this information, all written communication to parents will be translated into these languages. Documents to be translated may be invitations, flyers, newsletters, notifications and forms. Written translation will be done in house by identified school staff, for which they are paid per session rate. For languages for which there are no translators available in-house, we will utilize the services of the Office of Translations and Interpretations.

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 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"> <li>• Per session</li> <li>• Per diem</li> </ul>	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"> <li>High quality staff and curriculum development contracts.</li> </ul>	NA	0
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	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	
<b>TOTAL</b>	52844	