

Focus Option Plan of Operation		School Year: 2011-12	Date: 1/21/11
1. Program Profile			
School/Program Name: Lincoln High School			
Location: 1600 SW Salmon St.		Contact Person: Peyton Chapman	
Administrator: Peyton Chapman		Contact Phone: (503) 916-5200	
<i>1a. Mission/Purpose</i>			
<p>Mission: Lincoln's Spanish Immersion program was founded to insure that students obtain oral and written fluency in the Spanish Language, to prepare students to bridge cultural gaps and to communicate effectively in any Spanish-speaking country and to facilitate community service in Spanish-speaking communities in our region and world.</p> <p>How does your program fit within the PPS District Mission?</p> <p>(See PPS Immersion Mission statement which is aligned with Lincoln's program.)</p>			
<i>1b. School/Program Descriptions</i>			
<p>Please provide a brief description of your school/program: The Spanish Immersion program at Lincoln High School is a continuation of the program from Ainsworth Elementary School and West Sylvan Middle School (see "Late Entry and Transfer Requirements" for enrollment information).</p> <p>At Lincoln, students have one class period each day with their Spanish Immersion peers and study advanced Spanish language arts, literature and interdisciplinary cultural studies using advanced high school and college level texts.</p> <p>Spanish Immersion students enter Lincoln High School with a solid foundation of Spanish language skills and the ability to read and analyze literature and discuss and present grade-level appropriate material in Spanish. At Lincoln, a specialized four-year program for Spanish Immersion students continues to develop fluency and proficiency in reading, writing and communicating in the Spanish language.</p> <p>The content area of study for Spanish Immersion students at Lincoln is Spanish and Latin American culture, ideas and history, delivered through the study of selected works of literature. In the final year of the program, as a part of the International Baccalaureate (IB) Humanidades course, Seniors complete community service within Portland's Hispanic communities.</p>			
2. Enrollment and Admission			

How will students and their families become "interested and informed" about the school/programs?

Students and families will be informed through 8th Grade Open House, Back to School nights, IB informational session, and the forecasting process with counselors.

Describe your communications plan (e.g. target audiences; timing; type of information).

We have created a Spanish Immersion Flyer which is circulated regularly, we articulate with West Sylvan and Ainsworth, and have printed materials available at school and on our website.

How will this plan reach families that are currently underrepresented in your school (such as by language group, disability, economic status, geographic region or gender).

Spanish Immersion students flow through from K-8 programs and we actively encourage students with immersion level Spanish proficiency who move in or transfer to our neighborhood to enroll in our immersion classes.

2a. Current and Target Enrollment by Grade

Targeted Grade Levels and Projected Total Enrollment: Enter the target enrollment for each grade, as well as the actual enrollment this year, and the number of lottery slots you recommend for this grade next year. All slots decisions must be approved by your Deputy Superintendent.

Grade Level>	9	10	11	12						Total
Target Enrollment	35	35	35	35						120-140
2010-11 Enrollment	34	31	25	27						117
2011-12 Slot request	10	5	5	5						25

Minimum number of students needed in the school/program (total and by grade level): 30 per grade level this year and 120 overall. If budgets change we may need 35-40 per grade level or 160 overall.

Maximum number of students the school/program can handle (total and by grade level): 40 per grade level due to size of classroom or 80 per grade level to open two strands but not something in between.

Indicate any resources you will use to staff and run your program outside of the basic district allocation formula (list resource type and FTE or dollar equivalent):

We typically receive some parent funding for materials. (\$2,000-\$10,000 depending on the year)

<p>What existing admission priorities do you have now (e.g. neighborhood, language group)?</p> <p>Language proficiency at the Immersion 5-6 level for 9th grade students only.</p> <p>Are there admission priorities and/or entrance criteria you would like to add to your school/program? If so, what program goals would the priorities/criteria help you reach?</p> <p>None.</p>	
3. Facilities and Operations	
<p>Describe any space needs your school/program will face in order to reach your target enrollment:</p> <p>None.</p> <p>Please indicate any other space or facility concerns you have:</p> <p>None.</p>	
<p>For programs that share a building with a neighborhood program: What efforts are made by the entire school community to maintain a harmonious working relationship? (e.g., problem-solving, discipline, duty, extended responsibility, fundraising)</p> <p>We have no integration problems. Immersion dovetails seamlessly with IB and ISC.</p>	
4. Additional information	
<p>Please attach a copy of your:</p> <ul style="list-style-type: none"> -School Improvement Plan -Schedule of information events -Statement of understanding (if applicable) <p>Please include any additional information or data that you think is relevant to this plan:</p>	
Principal signature: Peyton Chapman	Date: January 20, 2011
Deputy Superintendent signature:	Date:

Focus Option Plans of Operations- Supporting Information○ **General Information**

- Please contact Judy Brennan at ext 63205 for assistance
- The Educational Options Policy provides that focus options - both schools and programs - have a plan of operation (6.10.022-P(IV)(1)&(2)(g)).
- Operation plans are to be completed as part of the approval process for a new focus option, and the periodic review of an existing focus option. A plan of operation assures alignment with Board policy, as well as a way to assess whether the option has met its goals.

○ **Enrollment and Admissions**

- The Educational Options and Student Enrollment and Transfers (SET) policies govern enrollment and admission to focus options. The underlying policy goals are equal access, fairness, and making families and students the primary decision makers about their choice of schools.
- High and middle school focus options may have admission criteria, while elementary focus options may have no admission criteria (except dual language and late entry for language immersion).
- Admission criteria must be the same for neighborhood and transfer students. Criteria, if any, must be clear, objective and directly related to the educational goals of the option and the district and within district guidelines.
- A school or program may require the family and student to sign a statement of understanding of program expectations prior to enrollment.
- Focus options are expected to develop ways for their students and families to demonstrate that they are "interested and informed" without creating barriers to access.