



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** LINDEN TREE ELEMENTARY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 11X567

**PRINCIPAL:** LISA DEBONIS      **EMAIL:** [LDEBONIS@SCHOOLS.NYC.GOV](mailto:LDEBONIS@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** MS. ELIZABETH WHITE

### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Lisa DeBonis	*Principal or Designee	
Jodi Siegel	*UFT Chapter Leader or Designee	
Tara Stand	*PA/PTA President or Designated Co-President	
Ninotchka Byas	DC 37 Representative, if applicable	
Lisa Peterson	Member/UFT	
MaryAnn Morgan	Member/UFT	
DaRay Simmons	Member/UFT	
Margaret Hardy	Member/Parent	
Evelyn Guerrero	Member/Parent	
James Rose	Member/Parent	
Melissa Gardella	Member/Parent	
Melanie Cartagena	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June, 2013, 100% of teachers (7) will have developed a specific professional development plan that will lead to improved teacher practice and positive student outcomes.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**As a developing “Phase-In” school with only four current Kindergarten classes, there is great emphasis on teacher practice and development. With administrative guidance, teachers will select their individualized instructional area of development as outlined by the Danielson Framework Rubrics and the New York City Instructional Expectations. Through frequent observations with the language within the Danielson Framework, there will be continuous and ongoing professional feedback to strengthen teacher performance which in turn will generate greater student performance.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **All teachers will be provided with: *Enhancing Professional Practice – A Framework for Teaching* by Charlotte Danielson**
- **Teachers will receive the New York City Department of Education adaptation of the Danielson Framework rubrics.**
- **Teachers also will be provided with the 2012-2013 Citywide Instructional Expectations and receive professional development around the expectations regarding instruction**
- **Teachers will collaborate with principal and instructional coach on understanding and evaluating the rubrics and reflect on their personal professional goals**
- **Administration (with instructional coach) will meet with each teacher individually during September/October 2012 to create a personal plan based on the Danielson Framework rubrics**
- **Administration and instructional coach will perform frequent informal observations and provide specific feedback based on language in the Danielson Framework rubrics**
- **Progress will be monitored on a weekly basis and plans will be edited on a monthly basis by administration and instructional coach according to these observations**
- **Hiring an F-Status Trained Reading Recovery teacher to work with teachers in their lesson planning and their understanding of the reading process**

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**Parents will be apprised of their children's academic progress at least three times per year (based on the Foundations, DRA, Math, and Written assessments.) Parents will also be invited to attend literacy and school-wide celebrations where they can witness their children in their literacy classes and school settings to obtain teacher and school overall effectiveness.**

**Budget and resources alignment**

- Indicate your school's Title I status: x  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy      x   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Partnership with LEAP to enhance the arts curriculum and provide teacher support**
- **Outside professional development opportunities as provided by the network and/or DOE**
- **Hiring F-Status Early Childhood expert to provide professional development**
- **Updates and school function information provided on website**

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June, 2013, 75% of all Kindergarten students will be reading on Fountas & Pinnell reading levels D, E & F or above.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**According to initial reading assessment (E-Class) that was given in September, 2012: Of our 76 students:**

- **42% were performing below pre-reading skills (phonemic awareness and phonics)**
- **50% were performing on grade appropriate pre-reading skills**
- **08% were performing above pre-reading skills**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **Smaller, ability-based groups established in September in order to focus on specific learning needs of students. These groups are organized by teachers and flexible according to student growth and development**
- **Foundations (research-based) phonics program was implemented in each class and modified according to ability of group**
- **Leveled libraries purchased to support the independent reading levels of each group**
- **Daily Professional Development meetings established by instructional coach to develop teacher team support to share materials, plan and create consistent and rigorous academic expectation for all students.**
- **Shared Reading and teacher materials purchased to enhance lessons**
- **Computerized reading program that assesses student progress and informs teacher instruction purchased to provide additional data and additional reading materials for all levels of students**
- **F-Status Reading Recovery expert hired to provide Professional Development and to work with and support students who fall in our lowest third of reading levels**

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**Parents are provided with homework packs on Mondays with appropriate books, lessons, materials to work with their children so that they are part of the learning process**

**Parents are also provided with codes for computer program so that they can read with their children and obtain additional leveled reading materials.**

**Title 1 funds will be used to purchase leveled reading materials that will go home with students**

Parents invited to monthly literacy celebrations in order to develop a clear understanding of the units of study and to support their children's learning at home.

**Budget and resources alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Core Curriculum materials (Foundations)
- OTPS – Textbook /Software (Reading A-Z program)

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**By June, 2013, 50% of all Kindergarten students will perform on grade level or above as measured by the Math In Focus/Singapore Math assessments**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**According to initial math assessment –Math In Focus/Singapore that was given in September, 2012: Of our 76 students:**

- **42% were performing below grade level**
- **50% were performing on grade level**
- **08% were performing above grade level**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **Smaller, ability-based groups established in September in order to focus on specific learning needs of students. These groups are organized by teachers and program assessments and groups are flexible according to student growth and development**
- **Research-based, Singapore/Math In Focus program purchased to help students obtain grade level standards according to the Common Core math expectations.**
- **Supplemental materials (workbooks, manipulatives, etc.) purchased to support needs of individual levels of learners.**
- **Math focused Professional Development meetings established by instructional coach to develop teacher team support to share materials, plan and create consistent and rigorous academic expectations for all students.**

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents are provided with homework packs on Mondays with appropriate lessons, materials to work with their children so that they are part of the learning process

Assessment data provided to parents three times per year

Math Night (where parents can learn the program and receive information on supplemental math games/programs) is planned for the school year

**Budget and resources alignment**

- Indicate your school's Title I status: x  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy    Title I    Title IIA   \_\_\_\_\_ Title III   \_\_\_\_\_ Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Math In Focus and all supplemental materials purchased for school year (to include materials for both enrichment and additional support for struggling learners)**

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**By June, 2013, with the support of PBIS training, Linden Tree staff will have developed emotional and behavioral systems, structures and language to ensure that 90% of students will demonstrate positive social and emotional practices and behaviors.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
**As part of the development of a new school, it was determined that for effective behavioral practices to take root, systems for emotional and social development needed to be embedded within our daily curriculum.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **Consistent language and behavioral school-wide systems posted in each classroom**
- **Behavior Calendar to go home daily that highlights behavior throughout the day (green, yellow, red)**
- **Incentive: weekly visits to “Choice Room” where students select an activity of their choice**
- **Immediate and specific praise**
- **Open discussion with administration and guidance to correct negative behaviors (with parties involved)**
- **Weekly Student Intervention Team (SIT) meetings to discuss and define “problem” or at-risk behaviors and interventions**
- **Strategies/Interventions discussed with entire staff for consistent implementation and follow-through**

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Parents receive weekly behavior calendar**

**Teachers call or have meetings whenever necessary to ensure parent/school consistent approach for positive behavior outcome**

#### **Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

PBIS

Network support

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA Kindergarten	<ul style="list-style-type: none"> <li>• Research-based phonics program (Foundations)</li> <li>• Guided reading</li> <li>• Shared reading</li> <li>• Interactive writing</li> <li>• Independent reading/writing</li> <li>• Raz-kids (research-based computerized reading program)</li> </ul>	Small group instruction based on assessed needs. Group size and type of instruction varies according to level of need (i.e. children with greater needs are placed in smaller groups).	During the school day
Mathematics Kindergarten	<ul style="list-style-type: none"> <li>• Math in Focus (research-based program based on Singapore Math)</li> </ul>	Small group instruction based on assessed needs. Group size and type of instruction varies according to level of need (i.e. children with greater needs are placed in smaller groups).	During the school day.
Science Kindergarten	<ul style="list-style-type: none"> <li>• Research-based hands-on program aligned with the Common Core (FOSS)</li> <li>• Centers based on multiple learning styles</li> </ul>	Both whole class and small groups	During the school day

	<ul style="list-style-type: none"> <li>• Guided groups for teacher instruction</li> </ul>		
Social Studies Kindergarten	<ul style="list-style-type: none"> <li>• Text-based and hands-on program aligned to the Common Core</li> <li>• Centers based on multiple learning styles</li> <li>• Guided groups for teacher instruction</li> </ul>	Both whole class and small groups	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) Kindergarten	<ul style="list-style-type: none"> <li>• Weekly meetings with all staff members to discuss at-risk children</li> <li>• SIT (PBIS) team to develop and discuss strategies and interventions for at-risk students</li> <li>• Weekly counseling sessions to discuss choices and appropriate behaviors</li> <li>• Family outreach when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings, Individual meetings with teaching staff and families</li> <li>• One-on-one with children and/or family when necessary</li> <li>• Small group</li> </ul>	During the school day After school hours to accommodate families

### HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Prior to opening a new school, I was a principal of a “phase-out” school and was able to recruit the few effective teachers I had been working with for the past three years. This group of educators was part of my “new school team” where we created the proposal for Linden Tree Elementary ensuring that all components of good education and quality teaching were embedded within our mission and vision.

As a team, we poured through hundreds of resumes and selected two outstanding individuals to join our endeavor. Both of these educators possessed the dedication, work ethic, and heart for children that our school is founded upon. In the future, we will continue to serve as a hiring committee so that new recruits reflect our team philosophy.

Support, respect for individuality and time to work and plan together helps in the retention process. Teachers meet every day with the instructional coach and/or myself to plan, share materials, express ideas and create policy that become the rituals and systems that make our school successful. Teachers also receive immediate feedback during frequent observations so that they can reflect and make necessary changes according to the data and feedback they receive.

In a small school, all staff members wear many hats. For example, to ensure the smallest possible class size in literacy, all of our teachers are assigned to teach literacy groups; however, whenever possible, teachers with particular skills, are able to share their talents by teaching specialized classes such as technology and physical education.

To support the development of highly qualified instructional practices, teachers meet daily. Meetings include: curriculum development, training on specific materials, practices and assessments, looking at student work, and using data analysis to inform instruction. Teachers also meet outside of school hours for planning and when logistically possible, they attend outside workshops (i.e., Foundations Training).

Both administration and instructional coach observe teachers in classrooms, meet to decide on a focus and offer targeted feedback and assistance. Teachers also support one another by visiting classrooms and collaborating informally during common preparation periods.

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

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

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### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

#### **Parent Involvement Policy of PS 567 – Linden Tree Elementary**

**To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide child care, refreshments, or other alternate forms of communication for those parents who cannot attend a regular school meeting.**

**To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.**

**To provide parents with timely information about programs via meetings (i.e. annual Title I School Wide Programs meeting(s), curriculum meetings, etc.)**

- **parent calendar**
- **flyers**
- **auto dial calls**
- **Website**
- **E-mail**

**To recruit, support and involve parents in school wide planning and decision making process, e.g.,**

- **School Leadership Team**
- **Parent Involvement Subcommittee**

**To encourage and actively involve parents in planning, reviewing and improving:**

- **Title I School Wide Program**
- **School Parent Compact**
- **School Parental Involvement Policy**
- **School Comprehensive Educational Plan**
- **Create a welcoming environment for parents to promote parent participation, i.e.**
  - **parent or staff translators at meetings (Spanish and Bengali)**
  - **childcare/ kid-friendly meetings**
  - **access to staff via telephone, email, and appointments**

**To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.**

**To provide high quality curriculum and instruction.**

**To provide open communication between parents and staff through parent-teacher conferences, open houses and written communication**

**To provide on-going learning opportunities for parents and families:**

- **Literacy Day**
- **Multicultural Events**

**To create a safe and supportive learning environment with well -planned instruction and materials which appropriately challenge students.**

**To provide extensive professional development in order to promote high quality curriculum and instruction.**

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

**PUBLIC SCHOOL 567 – Linden Tree Elementary School – PARENT COMPACT**

**The school and parents working cooperatively to provide for the successful education of the children agree:**

<b>THE SCHOOL AGREES</b>	<b>THE PARENT / GUARDIAN AGREES</b>
<p>To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide child care, refreshments, and alternate forms of communication for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about programs via</p> <ul style="list-style-type: none"> <li>- Meetings (i.e. annual Title I School Wide Programs meeting)</li> <li>- Curriculum Night meeting, etc.),</li> <li>- flyers</li> </ul> <p>To recruit, support and involve parents in school wide planning and decision making process, e.g.,</p> <ul style="list-style-type: none"> <li>- School Leadership Team</li> <li>- Parent Involvement Subcommittee</li> </ul> <p>To encourage and actively involve parents in planning, reviewing and improving:</p> <ul style="list-style-type: none"> <li>- Title I School Wide Program</li> <li>- School Parent Compact</li> <li>- School Parental Involvement Policy</li> <li>- School Comprehensive Educational Plan</li> <li>- Create a welcoming environment for parents to promote parent participation, i.e. family room, parent or staff translators at meetings, childcare by volunteer parents, access to staff via telephone and appointments.</li> </ul> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p>	<p>To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning.</p> <p>To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to kindergarten through 1<sup>st</sup> grade students; and listen to grade 2 and 3 students read for 15 to 30 minutes per day.</p> <p>To monitor his/her child's/children's:</p> <ul style="list-style-type: none"> <li>- attendance at school</li> <li>- homework</li> <li>- television watching</li> </ul> <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child's/children's teacher about their educational needs.</p> <p>To make literacy development a family focus:</p> <ul style="list-style-type: none"> <li>- encourage his/her child to write at home for real purposes (e.g., letters to relatives, shopping lists, thank you notes, diaries, special occasion invitations)</li> <li>- read at home with each child as part of the daily routine, encourage and supervise his/her child's reading of at least twenty five books or book equivalents each year (e.g., books, magazine and newspaper articles).</li> <li>- utilize local public libraries to expand and enhance his/her child's literacy experiences (e.g., library card, storytelling).</li> </ul> <p>To make math development a family focus:</p>

<p>To provide high quality curriculum and instruction.</p> <p>To provide open communication between parents and staff through:</p> <ul style="list-style-type: none"> <li>- parent-teacher conferences, open houses and</li> </ul> <p>To provide on-going learning opportunities for parents and families:</p> <ul style="list-style-type: none"> <li>- workshops related to curriculum, student achievement, standards of academic performance, etc.</li> <li>- Multi-cultural events</li> <li>- Rosetta Stone ESL available</li> <li>- Literacy events</li> </ul> <p>To create a safe and supportive learning environment with well-planned materials which appropriately challenge students.</p> <p>To provide extensive professional development in order to promote high quality curriculum instruction</p>	<ul style="list-style-type: none"> <li>- increase family awareness of the school's mathematics instructional program (e.g., participate in family math workshops, review math homework).</li> <li>- encourage his/her child to use math at home and in daily living to create real math experiences (e.g., playing math games, creating household and shopping budgets, comparative shopping as a math experience).</li> </ul> <p>To regularly review and sign his/her child's schoolwork at home (e.g., review notebooks, homework and special projects), curriculum meetings</p> <ul style="list-style-type: none"> <li>- trimester report cards</li> <li>- reasonable access to staff</li> <li>- opportunities to volunteer and participation their child's class</li> <li>- participation in school programs, advisory and decision making</li> <li>- committees</li> <li>- scheduled observation of classroom activities</li> </ul> <p>To be aware of and monitor his/her child's daily school attendance and punctuality.</p> <p>To supervise and monitor his/her child's:</p> <ul style="list-style-type: none"> <li>- television watching</li> <li>- video game playing</li> <li>- internet use</li> </ul> <p>To actively participate in curriculum and informational parent meetings as well as parent-teacher conferences at the school.</p> <p>To become familiar with school, district and city-wide assessments (e.g., DRA, ECLAS, CTB, ELA, TEM) and plan to prepare his/her child for test experiences.</p> <p>To complete surveys and provide feedback so that Title I Parent</p> <ul style="list-style-type: none"> <li>- Involvement activities meet the needs, concerns and interests of parents.</li> </ul> <p>To become familiar with and support the school dress code, discipline code and safety plan procedures.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or needs to help them be more effective in assisting their child/children their the education process.</p>
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**ESCUELA PUBLICA 567 – COMPACTO DE PADRES**

**La escuela y los padres están trabajando en conjunto para proveer una educación exitosa para sus hijos**

<b>ACUERDO DE LA ESCUELA</b>	<b>ACUERDO DE LOS PADRES / TUTORES</b>
<p><b>OFRECER</b> un número flexible de reuniones en diferentes tiempos, y si es necesario y los fondos están disponibles, cuidado infantil o visitas a las casas para aquellos padres que se les he imposible asistir a las reuniones regulares de la escuela.</p> <p><b>ENVOLVER</b> activamente a los padres en planificaciones, exanimaciones y progresos en el programa llamado Título I (Title I), y en la póliza de compromiso paternal/maternal.</p> <p><b>PROVEER</b> a los padres con informaciones al día sobre todos los programas.</p> <p><b>PROVEER</b> representación en contorno, el resultado de la evaluación individual de cada estudiante, y para aquellos individuos pertinentes proveer información educacional del distrito de la escuela.</p> <p><b>PROVEER</b> alta calidad de currículo e instrucciones.</p> <p><b>TRATAR</b> con los asuntos de comunicación entre los profesores y los padres a través de:</p> <ul style="list-style-type: none"> <li>- Conferencias de padres y profesores al menos una vez al año.</li> <li>- Reportes frecuentes a los padres sobre el progreso de sus hijos.</li> <li>- Oportunidad de participación voluntaria en las clases de sus hijos.</li> <li>- Observación de las actividades del salón de clases.</li> </ul> <p><b>ASEGURARSE</b> que los padres participen en actividades de desarrollo profesional se la escuela determina que éste es apropiado. Como por ejemplo:</p> <ul style="list-style-type: none"> <li>- Clases de alfabetización</li> <li>- Eventos en Cultura Mundial</li> <li>- Rosetta Stone ESL</li> </ul>	<p><b>FORMAR</b> parte del desarrollo, implementos, evaluación y reviso de la póliza que implica a la escuela y los padres.</p> <p><b>PARTICIPAR</b> o solicitar entrenamientos en asistencias técnicas ofrecidos por la autoridad local educacional o la escuela, do como criar y enseñar a sus hijos.</p> <p><b>TRABAJAR</b> con sus hijos en los trabajos de la escuela; leerles de 15 a 20 minutos diario a los estudiantes que pertenecen a los grados Jardín Infantil y primero; y escuchar a los estudiantes de 2 y 3 leer de 15 a 30 minutos diario.</p> <p><b>CONTROLAR</b> a sus hijos:</p> <ul style="list-style-type: none"> <li>- asistencia a la escuela</li> <li>- asignaciones</li> <li>- televisión monitores</li> </ul> <p><b>COMPARTIR</b> las responsabilidades para mejorar el éxito del estudiante.</p> <p><b>MANTENER</b> comunicación con los profesores de sus hijos con respecto a sus necesidades educacionales.</p>

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2012-13**

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Bob Cohen</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>567</b>
School Name <b>Linden Tree Elementary</b>			

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

Principal <b>Lisa DeBonis</b>	Assistant Principal
Coach <b>Lisa Peterson</b>	Coach
ESL Teacher <b>Simone Pitts</b>	Guidance Counselor <b>Antoinette Rogers</b>
Teacher/Subject Area	Parent <b>Tara Stand</b>
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other <b>type here</b>
Network Leader <b>Bob Cohen</b>	Other <b>type here</b>

### 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	<b>0</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>7</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>75</b>	Total Number of ELLs	<b>16</b>	ELLs as share of total student population (%)	<b>21.33%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [@](#)

Paste response to questions 1-6

PS 567 is a brand new school. We currently have only kindergarten students, but each year we will add a grade until we reach capacity as a K-5 school. When students register for school, our Pupil Accounting Secretary administers the Home Language Identification Survey. If necessary, other personnel assist with interviews. Students who have been identified as English Language Learners receive the LAB-R within 10 days from their admit date. Because we are a start-up school, we have not yet administered the NYSESLAT, but we will do so this spring and in all subsequent years.

When we identify students as ELLs, we send home Entitlement Letters to inform parents of their choices and invite them to an orientation meeting. Our Community Associate facilitates the communication with parents, with other staff members translating as necessary. We send letters home in the students' bookbags and call/speak to parents to follow up. When we meet with parents, we explain their three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). We utilize the online presentations and written materials translated by the Department of Education in order to provide parents with materials in their own language. We also utilize staff members to translate if parents have any questions. At our meeting, parents fill out the Program Selection Forms, Parent Surveys and watch the DOE prepared video that is available on the DOE website. This past school year, all of our identified students (16) have opted for the stand-alone ESL program. We place these students in instructional groups based on their level of English proficiency. Our beginning ELL students receive ELA and math together in small groups to facilitate the teaching of English vocabulary, particularly academic language. This instructional time total 850 minutes per week. Our advanced students receive ESL pullout instruction for 180 minutes per week.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	8													8
<b>Push-In</b>	8													8
<b>Total</b>	16	0	0	0	0	0	0	0	0	0	0	0	0	16

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups				
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	16	Special Education
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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

ELLs by Subgroups											
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	16										16
<b>Total</b>	16	0	0	0	0	0	0	0	0	0	16

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

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**

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

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																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
<b>TOTAL</b>	<b>0</b>																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	<b>0</b>										

**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	9													9
Chinese														0
Russian														0
Bengali	6													6
Urdu														0
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>16</b>	<b>0</b>	<b>16</b>											

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

All students at Linden Tree receive both reading and math instruction in small flexible groups. As such, our ESL instruction is simply an outgrowth of our school philosophy. Our beginner ELLs are placed together in small reading and math groups. They participate in the same math program as the rest of the school, a language-based program called Math in Focus, but the teacher increases her emphasis on the teaching and use of mathematical vocabulary. In ELA, all of our groups utilize Wilson Foundations to teach phonics. For the rest of the curriculum, teachers follow a balanced literacy approach, and the teacher of the ESL group infuses extra support with speaking, listening and vocabulary development. Our intermediate and advanced ELL's participate in math and ELA groups with peers who have similar literacy levels and needs. Teachers infuse reading, writing, listening and speaking into all classes, so the ELL students receive in-class support. In addition, these students receive 180 minutes a week of pullout instruction. All content areas are taught by the homeroom teacher in a focused period called "Content Literacy." In both these Science and Social Studies classes, we use a hands-on, experiential approach that emphasizes the development of academic language. In science, we also use the FOSS curriculum to ensure that students develop scientific concepts, and our teachers help students attach the correct language to these concepts. Because we have a freestanding ESL program, we do not evaluate the students in their native languages. Because we only have kindergarten students, we do not have any SIFE needs at this time. All of our students are classified as newcomers. We plan to expose the children to the regular curriculum as much as possible, but we will offer ESL support as long as needed by our students.

### 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:

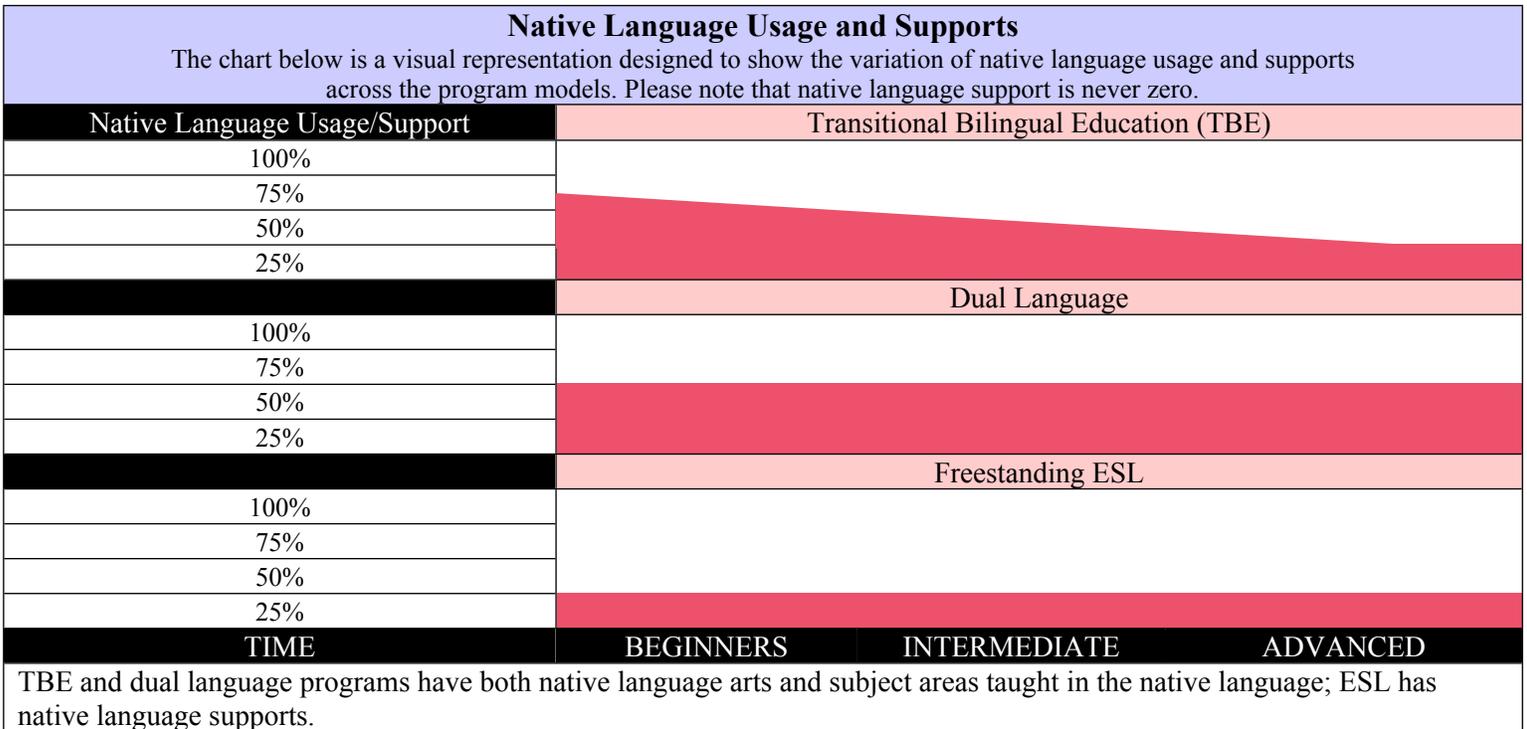
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

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

Paste response to questions 8-17 here

When students reach proficiency on the NYSESLAT, pullout services will be discontinued. However, for their entire time at Linden Tree, students will continue to receive ELA and math instruction in small groups tailored to their individual needs. Within these groups, teachers will be responsible for providing the support and scaffolding necessary for the students to succeed. For the upcoming year, we will offer similar programs and services to our incoming ELL population. Any new arrival/beginner students will be grouped together to facilitate vocabulary development and greater explanation of subject matter. When students become more independent, they will be moved to regular classes with ESL support. We will not be discontinuing any programs, only moving students to different levels of service.

Our ELL students have equal access to all school programs. Our arts-based afterschool enrichment program is open to all, and ELL students are integrated into all of our homerooms, so they receive any additional classes, such as PE and technology.

Our classrooms are full of high-quality, developmentally appropriate early childhood materials to support language development. In literacy, we create a language-rich environment through the use of frequent read-alouds with visual support (e.g. big books), listening center activities, and computer-based programs, such as raz-kids, which provides students with both picture and voice support. In math, we use the Math in Focus program; this program is based on Singapore math and includes both a strong hands-on component and a extensive language development component. In science, we use FOSS kits, which are designed to help students acquire vocabulary after first developing their conceptual knowledge. In social studies, we use a variety of hands-on and print materials to build background knowledge and the corresponding vocabulary. All of our classrooms contain Smartboards so teachers can build additional visual support and interactivity into their lessons. In addition, our kindergarten homeroom classes all incorporate a dramatic play center, in which ELL students can practice their oral language with native English speakers. All of these instructional resources provide students with age-appropriate support.

While we do not offer specific native language classes for students, we have begun to develop a strong cultural awareness program. We have started an annual "Cultural Celebration" in which families bring dishes from their native countries. Students learn about children in other parts of the world and participate in a short performance to share their knowledge. Global citizenship is part of our mission at Linden Tree, and we strive to make students of all cultures and backgrounds feel welcome. This support begins as soon as children are enrolled; before the school year even begins, we have orientation meetings for our incoming students.

### C. Schools with Dual Language Programs

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

#### **D. Professional Development and Support for School Staff**

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

Paste response to questions 1-3 here

Linden Tree was created with a focus on language development. In every curriculum area; ELA, Math, and Content Literacy, there is a strong emphasis on language development. Because there are identified ELL's in all classes, every teacher receives ESL strategies to incorporate within their planning and implementation of instruction.

In addition, the network provides ESL professional development, to which I send my ESL teacher as well as my instructional coach in order to insure that ESL strategies are embedded within our instruction. All teachers receive PD on a daily basis with the instructional coach who, in turn, provides ESL strategy support.

This is the first year of PS 567. We have not had transitioning students as of yet.

The network ELL support personnel are scheduled to come to Linden Tree to provide additional professional development for all teachers.

#### **E. Parental Involvement**

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

Paste response to questions 1-4 here

Parents in our school are supported from the moment they enroll their children. All parents are welcomed to orientations before the school year starts, and they are assisted in completing the Home Language survey accurately to identify potential ELL students. After assessment through the LAB-R, students in need of ESL services are identified. All parents of ELL students are invited to attend an orientation and informational meeting at the beginning of the year. This meeting is presented using videos and written materials in the families' home languages, and informs parents of the language programs available for their children. Parents are also provided with a description of the ESL program offered at Linden Tree, and staff address any questions and concerns. At this time, parents complete the parent survey and program selection.

Throughout the year, we encourage parent involvement for all students. The Community Associate provides support and information regarding community services to families. Parent communication is established and maintained during the year through consistent phone calls, progress reports, and report cards. Correspondence, including monthly academic updates and notices of upcoming events, is sent home in English and Spanish. Translation services are also provided for parents when necessary, especially during parent-teacher conferences. We have 2 Spanish-speaking school aides to assist in translation, and we are currently working with the Network to find a school aide who is fluent in Bengali. Furthermore, parents are invited to attend monthly writing celebrations to share their child's growth, as well as holiday and birthday celebrations. They are also invited to attend school-wide programs that include performances highlighting their children's special talents.

The School Leadership Team and Parent Teacher Association are comprised of teachers, parents and administrators to encourage parent input in the school's programs and activities. The PTA, which has recently been established, is working to develop parent workshops and classes. We have the Rosetta Stone program installed on some of our computers, and we are looking to offer its use to parents who would like to learn English. PTA members are reaching out to others who speak their home language in order to involve families from a diversity of language backgrounds.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7													7
Intermediate(I)														0
Advanced (A)	9													9
Total	16	0	0	0	0	0	0	0	0	0	0	0	0	16

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
/SPEAKING	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 Spe Ed					0

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
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								

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

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

Paste response to questions 1-6 here

In order to meet the needs of our ELL learners, we begin with informal and formal assessments. These include the LAB-R, E-Clas, running records, DRA, math and writing assessments. Based upon the results from these tests, students are categorized as Beginner, Intermediate or Advanced, and teachers make adjustments as necessary. The focus with the beginner and low intermediate students is decoding of words and comprehension in all forms. However, all ELL students are provided with language development strategies throughout the curriculum. Teachers use a variety of scaffolded strategies to make content more accessible to students, such as, graphic organizers, homogeneous and heterogeneous groupings, differentiated instruction, anticipatory sets, modeling, sentence prompts, and explicit vocabulary instruction. Students with limited English abilities are exposed to literacy development including phonics, sight word recognition, reading comprehension, writing mechanics, listening and speaking abilities, and phonemic awareness. Wilson Foundations phonics lessons comprise the word study portion of the curriculum focusing on phonemic awareness, phonics, and spelling. Students also participate in small group literacy centers and listening centers that are differentiated to target the needs of ELL students. In addition, an ESL teacher works with students in small cooperative groups focusing on English language development while incorporating the listening, speaking, reading, and writing strands. Students at the beginner level, with limited English, work with various listening activities, SmartBoard/Computer programs and multiple hands-on manipulatives to acquire vocabulary, develop oral language, and literacy skills in English. Teachers use data from these multiple assessments to help inform instruction in a variety of ways.

### Additional Information

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

Paste additional information here

Linden Tree has been in existence for the past five months. All of our Beginning ELL students have shown significant progress in their understanding of letters, letter-sound recognition, writing letters and in the use of language to express themselves in all areas of their academic, social and emotional growth.

Assessment Information:

In our January assessment: 7 out of 8 Beginner students scored 27/30 or above in Foundations Assessment  
 (Letter Recognition, Letter/Sound Recognition, Written Letters)  
 7 out of 8 Advanced students scored 24/30 or above in Foundations Assessment

## Part VI: LAP Assurances

**School Name: Linde Tree Elementary**

**School DBN: 11X567**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa DeBonis	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Simone Pitts	ESL Teacher		1/1/01
Tara Stand	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Lisa Peterson	Coach		1/1/01
	Coach		1/1/01
Antoinette Rogers	Guidance Counselor		1/1/01
Robert Cohen	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

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

DBN: 11x567 School Name: Linden Tree Elementary

Cluster: 01 Network: 104

**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.

Linden Tree has families with the following backgrounds:

Bengali

Spanish

Arabic (Pashto)

We correspond with our families in the various ways: back-packed letters, recorded phone messages, individual phone calls, parent meetings, email, website updates, and social networking sites. All of our correspondence is in both English and Spanish. When information comes from the DOE, it is also sent in Bengla. In speaking with our Bengledeshi families, we found that the majority of them read English. However, we are in the process of hiring a bilingual Bengledeshi person for translation perposes. For our Arabic (Pashto) family, there is an older sibling who translates materials for their parents.

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.

We find that with all our 75 Kindergarten students, we effectively communicate with parents. With small class sizes, teachers are able to build relationships with parents so that information is disseminated effectively. We also find that when we send information home in both English and Spanish, there is a better response rate. Individual phone calls yeild the most responses. For our Bangledeshi families, we find that many read and speak English. There is a strong network amongst these families and they share information between one another..

## 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.

My Spanish speaking staff provide the written translation for my Spanish speaking families. For my Bangladeshi families, I have elicited the assistance of a bilingual Bangladeshi community member who is not contracted by the Department of Education.

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.

My Spanish speaking staff provide the verbal translation for my Spanish speaking families. For my Bangladeshi families, I have elicited the assistance of a bilingual Bangladeshi community member who is not contracted by the Department of Education.

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>.

We fulfill Section VII of Chancellor's Regulation A-663, regarding parental requirements for translation and interpretation services by adhering to our translation and interpretation plan. Oral and written communication is provided at all events in languages other than English when requested by parents. All written communication will be translated in languages other than English when needed. All student progress, health, safety, legal, disciplinary, Special Education, ELL status and non-standard academic programs will be made available to all parents of Linden Tree.