Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: LINDEN TREE ELEMENTARY

DBN (*i.e. 01M001*): 11X567

Principal: LISA DEBONIS

Principal Email: LDEBONIS@SCHOOLS.NYC.GOV

Superintendent: ELIZABETH WHITE

Network Leader: PETRINA PALAZZO

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
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	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Lisa Peterson	Member/ UFT Chairperson	
Maryann Morgan	Member/ UFT Member	
Margaret Hardy	Member/ Parent	
Eric Hoepelman	Member/ Title 1 Parent	
Evelyn Guerrero	Member/ Parent	
Maria Salgado	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.

- 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 CEP 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 CEP before it is approved.

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

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).

- 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.

- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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, 2014, 75% of Kindergarten students will be reading on Fountas & Pinnell reading level C 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 (DRA) that was given in September, 2013: Of our 36 students: - 30% were performing below pre-reading skills (phonemic awareness and phonics) - 40% were performing on grade appropriate pre-reading skills - 30% were performing above pre-reading skills

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Smaller 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 2. Fundations (research-based) phonics program was implemented in each class and modified according to specific needs of group 3. Leveled libraries purchased to support the independent reading levels of each group
B. Key personnel and other resources used to implement each strategy/activity
1. Daily professional development meetings with teachers established by administration and instructional coach to develop teacher team support to share materials, plan and create consistent and rigorous academic expectation for all students 2. Shared Reading and teacher materials purchased to enhance lessons 3. 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
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. DRA assessment provided to all children in order to chart reading progress 2. Ongoing conference notes collected and used as assessment amongst teachers each week during meeting time in order to determine specific strategies needed for each group level
D. Timeline for implementation and completion including start and end dates
1. DRA assessment provided September, January and May 2. Ongoing conference notes collected and used as assessment amongst teachers during meeting time
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Each child has one and ½ hours of literacy daily. This block is organized according to their specific needs and learning abilities. Although teachers plan together with common core standard expectations for all children, they target their instruction according to the needs of their group and individual children. 2. Resources include: leveled library books, teacher read-aloud materials, shared reading materials, big books, curricular support materials, Fundations kits and materials, Raz-kids software 3. Per Session funds for teacher planning, unit and curriculum development

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).
Parents are provided with homework packets 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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, 2014 50% of 1st grade students will be reading on Fountas & Pinnell reading level I 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 (DRA) that was given in September, 2013: Of our 64 1st grade students: - 27% were performing at level C - 25% were performing at level D - E - 16% were performing at level F-G - 31% were performing at level H and above

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1. Smaller 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 2. Fundations (research-based) phonics program was implemented in each class and modified according to ability of group 3. Leveled libraries purchased to support the independent reading levels of each group
2. Key personnel and other resources used to implement each strategy/activity
1. Administration and Instructional coach to develop teacher team support so that all teachers share materials, plan and create consistent and rigorous academic expectations for all students 2. Reading Recovery teacher to work with 1st grade struggling readers and to provide strategy-driven professional development to all first grade teachers
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. DRA assessment provided to all children in order to chart and analyze reading progress 2. Ongoing conference notes collected and used as assessment amongst teachers each week during meeting time in order to determine specific strategies needed for each group level
4. Timeline for implementation and completion including start and end dates
1. DRA assessment provided September, January and May 2. Ongoing conference notes collected and used as assessment amongst teachers each week during meeting time
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. 1. Each child has one and ½ hours of literacy daily. This block is organized according to their ability. Although teachers plan together with common core standard expectations for all children, they target their instruction according to the needs of their group and individual children. 2. Resources include: leveled library books, teacher read-aloud materials, shared reading materials, big books, curricular support materials, Fundations kits and materials, Raz-kids software. 3. Per Session funds for teacher planning, unit and curriculum development.

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).
Parents are provided with homework packets 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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, 2014, 100% of teachers will have developed a specific professional development plan as per the Danielson Framework that will lead to improved teacher practice and positive student outcomes. This will be assessed by the Danielson rubrics that measure teacher effectiveness

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 kindergarten and 1st grade 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
6. All teachers are provided with*: Enhancing Professional Practice – A Framework for Teaching* by Charlotte Danielson 7. • Teachers received the New York City Department of Education adaptation of the Danielson Framework rubrics. 8. • Teachers also provided with the 2013-2014 Citywide Instructional Expectations and consistently receive professional development around the 9. expectations regarding instruction 10. • Teachers will collaborate with principal and instructional coach on understanding and evaluating the rubrics and reflect on their personal 11. and professional goals 12. Teachers will receive timely, actionable feedback on each observation giving them an opportunity to improve pedagogy and thus improve student achievement. 13. Teachers will visit each other to focus on specific areas of strength as well as visit other teachers in other schools as arranged by principal
2. Key personnel and other resources used to implement each strategy/activity
1. Administration (with instructional coach) will meet with each teacher individually during September, 2013 to create a personal plan 2. based on the Danielson Framework rubrics 3. Administration and instructional coach will perform frequent informal observations and provide specific feedback based on language in the 4. Danielson Framework rubrics 5. Teachers will develop individual professional goals based on the Danielson Framework and implement specific strategies as outlined by administration/coach based on feedback from the Danielson rubric. 6. Instructional Coach to provide professional development on specific Danielson topics; specifically on our school-wide focus of Questioning and Discussion

7. Training a Reading Recovery teacher to work with teachers in their lesson planning and their understanding of the reading process

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

1. Progress will be monitored on a weekly basis from data gathered from classroom observations and plans will be edited on a monthly basis by administration and instructional coach according to these observations.
2. A school wide focus of "Questioning and Discussion" is discussed monthly where teachers are provided with visual and written materials to deepen their understanding and reflect on their practice of how to incorporate more student to student discussion and open ended questions.

4. Timeline for implementation and completion including start and end dates

1. Each week (from September, 2013 to June, 2014) teachers will be observed by either principal or instructional coach and provided with specific and direct feedback
2. Once a month (from September, 2013 to June, 2014) teachers focus on 3B-questioning and discussion

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

1. From 10:00 – 11:00 (while students are at lunch) Teachers meet with Instructional Coach and principal to discuss school wide policy, to plan and to receive professional development on effective teaching
2. Copies of Implementing the Framework for teaching in Enhancing Professional Practice by Charlotte Danielson was purchased
3. Per Session funds are used for after-school teacher professional development on highly effective practices

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).

Parents will be apprised of their children's academic progress at least three times per year (based on the Fundations, 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 Resource Alignment

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

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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, 2014, with the support of PBIS training, Linden Tree staff will have developed emotional and behavioral management 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

6. Consistent language and behavioral school-wide systems posted in each classroom with a specific focus for each month:
7. **L** – Learning
8. **I** – Integrity
9. **N**-Nurturing
10. **D**-Determination
11. **E**-Equality

12. **N**-Nobility
13. **T**-Trustworthy
14. **R**-Respectful
15. **E**-Empathy
16. **E**-Encouragement
17.
18. Incentive: weekly visits to "Choice Room" where students select an activity of their choice
19. Development of "Student Congress" for children to be advocates about what each behavior means for the school and to help develop programs within classes to spread the word and knowledge.
20. Immediate and specific praise
21. At the end of each month, children who exemplify that "behavior" receive awards by principal, teachers, and other school personnel.
22. Open discussion with administration and guidance to correct negative behaviors (with parties involved)
23. Weekly Student Intervention Team (SIT) meetings to discuss and define "problem" or at-risk behaviors and interventions
24. Strategies/Interventions discussed with entire staff for consistent implementation and follow-through

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

1. All teachers talk about monthly focus with their students
2. During "Story Time" instructional coach emphasizes monthly focus with a read aloud, specific activity, and highlighted student work on bulletin boards,
3. Principal focuses on "behavior of month" and creates awards for selected children
4. Guidance counselor and IEP teacher to provide weekly meetings on student interventions

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

1. During SIT, specific students who need support are the focus with specific interventions and actions to be carried out by entire staff
2. Children are part of discussions to help determine how to support other children with knowledge and understanding of the monthly focus

4. Timeline for implementation and completion including start and end dates

1. Each and every month there is a "new" focus and continuous conversation about previous ones
2. Phase 1 and Phase 2 strategies are implemented as determined by SIT

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

1. Weekly SIT meetings
2. Monthly assemblies organized by principal
3. Purchasing of teacher Read-Aloud materials that focus on character development education
4. Student award/incentives to motivate positive behavior

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).
Parents called by specific staff member whenever necessary to ensure parent/school consistent approach for positive behavior outcome

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**	**x**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- **Strategies/activities that encompass the needs of identified subgroups**
6.
- **Key personnel and other resources used to implement each strategy/activity**
1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- **Timeline for implementation and completion including start and end dates**
1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

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

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, 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	Research-based phonics program (Fundations) Guided reading Shared reading Interactive writing Independent reading/writing Raz-kids (research-based computerized reading program Tutoring at-risk students	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). One-to-one	During the school day Before and after school
Mathematics	• Math in Focus (research-based program based on Singapore Math)	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	~Research-based hands-on program aligned with the Common Core and Next Generation Science Standards ~Centers and hands-on activities based on multiple learning styles ~Guided groups for teacher instruction	Both whole class and small groups	During school day
Social Studies	~Text-based and hands-on program aligned to the Common Core ~Centers and hands-on activities based on multiple learning styles ~Guided groups for teacher instruction	Both whole class and small groups	During school day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	~Weekly meetings with all staff members to discuss at-risk children ~SIT (PBIS) team to develop and discuss strategies and interventions for at-risk students run by guidance counselor and IEP teacher ~Weekly counseling sessions to discuss choices and appropriate behaviors ~Family outreach when necessary	~Staff meetings, Individual meetings with teaching staff and families ~One-on-one with children and/or family when necessary ~Small group	During school day or after school to accommodate families if necessary

Title I Information Page (TIP)
For Schools Receiving Title I Funding

A. All elements of the *All Title I Schools* section must be completed*.

4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

5. Targeted Assistance (TA) Schools must also complete the *TAS 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.					
x	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

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.
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 pored over 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. While planning for our second year, the current team started early looking for quality people who possessed specific qualities and licenses. Every interview takes time so that all current Linden Tree members on the hiring committee have ample information to come to consensus about the person to hire. Support, respect for individuality and time to work and plan together all help in the retention process. Teachers meet every day with the instructional coach and/or administration 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 art 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., Fundations Training, Bank Street, Network Offerings). 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.

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).
During each planning meeting, the appropriate Common Core Standards are used for teachers to first plan the overall purpose of the unit as well as the assessment. Additionally, as a team we study Common Core aligned performance tasks and exams to understand where we need provide instructional focus in order to ensure students will be able to meet the challenges presented to them in future grades.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We have identified students with different struggles; i.e., when students have specific stressors in their lives, the outcome often manifests in their instructional ability. We use our funding sources to provide after school and before school tutoring services, school trips that offer community support as well as an experienced-based curriculum so that all students obtain a deep

understanding of the theme or unit, as well as many community events (such as Movie Nights, Gym Nights, and other child-friendly events) to enable families to come together and let their children socialize and enjoy themselves in a stress-free environment. Additionally, we provide families who struggle financially support with materials for their children and various other items to help alleviate some of the pressures and stress in their daily lives.

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.).
We have two Open House presentations throughout the year to help the transition from students attending other pre-school programs throughout the community. We provide parents with information and what to expect when children come to Linden Tree with verbal and written correspondence. For our Turning 5 children, we examine all IEP materials and provide outreach for the families so that we are well prepared and organized to identify all needs of our incoming students.

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.
When children arrive in September, we begin with pre DRA assessment in order to determine their reading strengths and abilities. We also use assessments from Fundations, Discovery Math, Math In Focus assessment, common core aligned rubrics, etc. Teachers meet in September to identify student strengths and abilities from these assessments and determine focus for specific groups to meet student needs. Teachers also meet daily in order to continue addressing the progress of individual students within their small groups and to determine next steps or next areas of specific focus for groups.

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).

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required for Title I Schools ONLY)*

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

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

Parent Involvement Policy (PIP) Template

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:

THE SCHOOL AGREES	THE PARENT / GUARDIAN AGREES
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. 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) - Curriculum Night meeting, etc.), - flyers 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	To become involved in developing, implementing, evaluating and revising the school-parent involvement policy. To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning. To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to kindergarten through 1st grade students; and listen to grade 2 and 3 students read for 15 to 30 minutes per day. To monitor his/her child's/children's: - attendance at school - homework - television watching To share the responsibility for improved student achievement. To communicate with his/her child's/children's teacher about their educational needs. To make literacy development a family focus: - 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) - 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).

participation, i.e. family room, parent or staff translators at meetings, childcare by volunteer parents, access to staff via telephone 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 To provide on-going learning opportunities for parents and families: - workshops related to curriculum, student achievement, standards of academic performance, etc. - Multi-cultural events - Rosetta Stone ESL available - Literacy events To create a safe and supportive learning environment with well-planned materials which appropriately challenge students. To provide extensive professional development in order to promote high quality curriculum instruction	- utilize local public libraries to expand and enhance his/her child's literacy experiences (e.g., library card, storytelling). To make math development a family focus: - increase family awareness of the school's mathematics instructional program (e.g., participate in family math workshops, review math homework). - 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). To regularly review and sign his/her child's schoolwork at home (e.g., review notebooks, homework and special projects), curriculum meetings - trimester report cards - reasonable access to staff - opportunities to volunteer and participation their child's class - participation in school programs, advisory and decision making - committees - scheduled observation of classroom activities To be aware of and monitor his/her child's daily school attendance and punctuality. To supervise and monitor his/her child's: - television watching - video game playing - internet use To actively participate in curriculum and informational parent meetings as well as parent-teacher conferences at the school. 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. To complete surveys and provide feedback so that Title I Parent - Involvement activities meet the needs, concerns and interests of parents. To become familiar with and support the school dress code, discipline code and safety plan procedures. 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.

ESCUELA PUBLICA 567 – COMPACTO DE PADRES

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

ACUERDO DE LA ESCUELA	*ACUERDO DE LOS PADRES / TUTORES*
OFRECER 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. **ENVOLVER** 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. **PROVEER** a los padres con informaciones al día sobre todos los programas. **PROVEER** representación en contorno, el resultado de la evaluación individual de cada estudiante, y para aquellos individuos pertinentes proveer información educacional del districto de la escuela. **PROVEER** alta calidad de currículo e instrucciones. **TRATAR** con los asuntos de comunicación entre los profesores y los padres a través de:	**FORMAR** parte del desarrollo, implementos, evaluación y reviso de la póliza que implica a la escuela y los padres. **PARTICIPAR** o solicitar entrenamientos en asistencias técnicas ofrecidos por la autoridad local educacional o la escuela, do como criar y enseñar a sus hijos. **TRABAJAR** 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. **CONTROLAR** a sus hijos: - asistencia a la escuela - asignaciones - televisión monitores **COMPARTIR** las responsabilidades para mejorar el éxito del estudiante. **MANTENER** comunicación con los profesores de sus hijos con respecto a sus necesidades educacionales.

- Conferencias de padres y profesores al menos una vez al año. - Reportes frecuentes a los padres sobre el progreso de sus hijos. - Oportunidad de participación voluntaria en las clases de sus hijos. - Observación de las actividades del salón de clases. **ASEGURARSE** que los padres participen en actividades de desarrollo profesional se la escuela determina que éste es apropiado. Como por ejemplo: - Clases de alfabetización - Eventos en Cultura Mundial - Rosetta Stone ESL	

-
4.

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 11	Borough Bronx	School Number 567
School Name Linden Tree Elementary		

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 Lisa DeBonis	Assistant Principal type here
Coach Lisa Peterson	Coach type here
ESL Teacher Denise Ranelli	Guidance Counselor Sandra Rivera-Perez
Teacher/Subject Area Marilyn Alvarado	Parent Evelyn Guerrero
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Petrina Palazzo	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	98	Total number of ELLs	29	ELLs as share of total student population (%)	29.59%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	2	4	0											6
SELECT ONE														0
Total	2	4	0	0	0	0	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	**Newcomers (ELLs receiving service 0-3 years)**	29	**ELL Students with Disabilities**	2
SIFE	0	**ELLs receiving service 4-6 years**	0	**Long-Term (completed 6+ years)**	0

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	0	0							0
Dual Language	0	0	0							0
ESL	29		2							29
Total	**29**	**0**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	29
Number of ELLs who have an alternate placement paraprofessional: 0										

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
TOTAL	**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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish	8	12												20
Chinese														0
Russian														0
Bengali		7												7
Urdu														0
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi	0													0
Polish														0
Albanian														0
Other	1													1
TOTAL	9	20	0	0	0	0	0	0	0	0	0	0	0	29

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)	7													7

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)														0
Advanced (A)	3	14												17
Total	10	14	0	0	0	0	0	0	0	0	0	0	0	24

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I		1											
	A		12											
	P		1											
READING/ WRITING	B		0											
	I		2											
	A		4											
	P		8											

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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
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.

   In order to meet the needs of our ELL learners, we begin with formal and informal assessments. These include the Lab-R, DRA Word Analysis and DRA, running records, Discovery math and NYC Writing assessments. Based upon the results from these assessments, students are grouped with others who have similar needs, and they receive small group instruction focused on meeting their needs.

   Last year, our school consisted solely of kindergartners, and as a group, they finished the year with the following results on the DRA:

0%	Level 1
30%	Level 2
55%	Level 3
15%	Level 4

   When analyzing our DRA results, we noticed that many of our ELLs possessed excellent decoding skills and sight word recognition. However, our highest-scoring ELLs were held back by lack of familiarity with the vocabulary and syntax of the higher-level texts. We used this data to create the role of push-in ESL teacher to help ELLs access higher-level and content-specific vocabulary. In addition, 7 of our staff members took a language development class over the summer, and we now include language goals as part of our unit planning.

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

   We analyzed the proficiency levels of our students on the NYSESLAT and Lab-R. On last year's Lab-R assessment, 8 of our kindergartners tested as beginners, and 8 of them tested as advanced. On the NYSESLAT in the spring, one of the 8 beginners tested as proficient, while the remainder tested as advanced. The data shows that we had great success moving students out of the beginner level all the way to advanced. All of our advanced students were also proficient in one or more modalities, both our classroom teachers as well as our ESL teacher will provide targeted support to help them attain proficiency across the board. This year's kindergartners are primarily beginners (5 out of 7 students), so we will continue to utilize our programmatic structures (i.e., small targeted learning communities, our school-wide language focus, etc.) that helped last year's kindergartners progress.

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 AMAO tool)

   When we analyzed the patterns across the NYSELSLAT modalities, we found that more than 50% (7 out of 13) advanced students exhibited proficiency in both reading and writing. However, we still need to include additional supports in listening and speaking. Each teacher of ELL students received NYSESLAT data to incorporate additional foci in their planning. We are also revising our unit plans and classroom practice to include more explicit instruction with oral language. In addition our Beginner ELLs will be pulled by the ESL teacher for extra support.

   Last year, we met our CEP goals for our ELL students.

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?

For our freestanding ESL program (the only program offered at Linden Tree), students' math scores on assessments given in English are comparable to those of their English-speaking peers. Our students learn ELA and math in small learning communities based on needs identified through preliminary assessments. Our math assessments indicate that our ELL students perform comparably to our general population. ELLs comprise 30% of our first grade population, and they are well-represented at every performance level.

Math

Lowest performing group: 35% of the group is comprised of ELL students (including our 2 ELL's with disabilities)

Middle-performing group: 30% of the group is comprised of ELL students

Highest-performing group: 29% of he group is comprised of ELL students

Our data shows that ELA presents more challenges for the students.
ELA
Lowest group: 35% of the group is comprised of ELL students (inlcuding our 2 ELL's with disabilities)
Low-middle group: 50% is comprised of ELL students
High-middle group: 24% of the group is comprised of ELL students
Highest group: 18% of the group is comprised of ELL students

To help our ELL students meet ELA standards, we implement many interventions. All students learn ELA in small groups alongside others with similar learning needs. An ESL teacher pushes in to the low-middle group because of its high percentage of ELL students. We have conducted professional development on the SIOP model, and 7 of our teachers attended a Bank Street workshop on language development over the summer. We now incorporate language goals and supports into all of our units as well.

Since we are a K-1 school, we do not administer the ELL periodic assessments. However, the school leadership and teachers use the data we have to target the specific needs of our ELL population.

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*.)
   Our school's instructional model is based on RTI. First, all students receive a strong core of content instruction during our heterogeneously-grouped content period. They participate in read-alouds, hands-on projects and discussion, all organized around an interdisciplinary core curriculum. Then, all students receive math and literacy instruction in small groups based on needs we identify through analyzing a variety of data. Essentially, all of our students receive Tier II interventions. Finally, for students who still struggle, we implement such Tier III interventions as one-on-one tutoring, extra instructional time, etc.
6. How do you make sure that a child's second language development is considered in instructional decisions?
   All teachers have received training in SIOP planning with an emphasis on ESL structures. All lesson plans include language objectives and goals as a school-wide focus. In addition, the entire Linden Tree staff attended a Bank Street class over the summer which focused on Language and language development.
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?

   Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   We have set clear goals for our ELL students in our CEP as well as in the principal's PPR. Since we are in our second year of existence we use very specific data to evaluate the success of our programs. As indicated before, the NYSESLAT data confirmes that our program is successful. All of our Beginning ELLs are currently Advanced. Our Advanced ELLs have shown significant improvement in Reading and Writing proficiency.
   Our CEP and PPR goals were that by June, 2012, our ELL students would be reading on (at least) Fountas & Pinell Level C+ (grade level for Kindergarten). Nearly every ELL student (except the two students who also have a learning disability and one other student) met that goal. In math, each ELL student (except the students who also have learning disabilities and one other student) also met our year-end goal of performing on grade level as per the Math in Focus end of year summative assessment.

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.)

PS 567 is in its second year. We currently have only kindergarten and first grade students. Each year we will add a new kindergarten until we reach capacity as a K-5 school. When students register for school, a licensed pedagogue administers the Home Language Identification Survey, with the assistance of a pedagoge who speaks the family's native langauge. This survey includes the informal oral interview in English and in the native languge. Personnel who speak the family's native language conduct the interviews and the administration of the survey. Based on this information and data from ARIS and the RLER, we identify students as potential English Language Learners. These students receive the LAB-R and the Spanish LAB within 10 days from their admit date. The principal and other Spanish-speaking licensed pedagogues administer these tests.

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.
When we identify students as ELLs, we send home Entitlement Letters within ten days to inform parents of their choices and invite them to an orientation meeting. This year, we held our meeting on September 27, 2013, but we will continue to inform any new parents of their program choices. Our Community Associate and ESL coordinator facilitated the communication with parents, and a Spanish speaking PTA member assisted with translating as necessary. We sent letters home in the students' bookbags and called/spoke to parents to follow up. When we met with parents, we explained their three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). We utilized the DOE online presentations and written materials translated by the Department of Education in order to provide parents with materials in their own language. This year, we had no parents who chose TBE or dual language programs; however, should Linden Tree open such programs in the future, we will inform all parents of ELLs.

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].)
At our meeting, parents filled out the Program Selection Forms, Parent Surveys, and watched the DOE prepared video that is available on the DOE website. The school keeps the Parent Survey and Program Selection forms, along with the ELL Program Admissions Data form. Once this meeting was held, we distributed Placement Letters, and again, the ESL coordinator kept copies of these letters. Our only available program is freestanding ESL, but so far, all of our parents have opted for this choice. Additionally, for our first grade ELLs who took the NYSESLAT but are still entitled to receive services, we sent home Continued Entitlement Letters. Copies of these letters are kept on file in our main office.

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.
To date, all of our identified students: 21 first graders and 8 Kindergarten, have opted for the stand-alone ESL program. We place these students in instructional groups based on their level of English proficiency, and they receive the services of a push-in teacher based on their area of greatest need. We sent home Placement Letters and Continued Entitlement Letters to inform parents of their child's placement, and copies of these letters are kept on file in our main office. Based on the students' placement, the principal updated the ELPC screen within 20 days of parent receipt of the letters.

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.
Based on information gleaned from ATS and ARIS, the principal identifies students who must take the NYSESLAT. According to the timeframe indicated in the New York State NYSESLAT expectations, children sit for the NYSESLAT as follows:
- Principal administers speaking section 1:1
- Licensed pedagoge (not ESL instructor) groups ELL children (by grade level) and administers Listening, Reading and Writing components

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.

To date, all of our identified students: 21 first graders and 8 Kindergarten, have opted for the stand-alone ESL program. We supplied the following data to parents:
In September, 2012 we identified 8 B and 8 Advanced ELL students. Based on our program which includes placing these students in instructional groups based on their level of English proficiency with ESL supports (including but not limited to vocabulary and ESL strategies), our data shows that ELL students have moved significantly. All our Beginner students are currently Advanced as per the NYSESLAT and our Advanced students have shown progress in all areas tested, especially in the Reading and Writing sections. 7 students are currently proficient and no longer require additional ESL supports.

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])?

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, and it reflects a departmentalized organizational model. Our ELLs are placed in small reading and math groups, in a homogeneous block program. All of our ELLs receive additional support from a push-in teacher at various points in their day.

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)?

In compliance with CR Part 154, our beginner students receive in excess of 360 minutes of ESL instruction with a qualified licensed pedagogue who pushes in to their interdisciplinary core class for a total of 375 minutes per week. Our 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 push-in instruction with a qualified ESL licensed pedagogue.

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.

For content areas, all students are heterogeneously placed (ELLs, SWDs). 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. In addition, we have Spanish-speaking paraprofessional staff who provide additional native language support. Our beginner ELL's also receive help from a push-in ESL teacher during this time.

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

This year, all our new ELL students (except 1) are Spanish speaking. We utilize a Spanish speaking paraprofessional to assist in the assessment of these students' proficiency.

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

Our curriculum is Common Core aligned and focused on all four modalities. All students are assessed in Reading, Writing, Speaking and Listening and grouped according to their proficiency levels. Our students are evaluated through the DRA (administered in Ocrtober, January, and May). During each literacy unit, they are also evaluated through performance tasks in writing, listening, and speaking, according to rubrics aligned with the Common Core standards. Finally, students are regularly evaluated through Fundations unit tests, which measure acquistion of phonics knowledge.

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).

We do not have an instructional program for SIFE students, ELL students of 4-6 years, or long-term ELL's because these categories do not apply to our current population. 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.
Although many of our ELLs tested as proficient after their kindergarten year, we continue to provide services to them whenever possible. These students will receive all testing modifications, and they are grouped with other students with similar needs. In addition, we call on the ESL teacher to offer support as necessary. We discuss the needs of our ELL students on a regular basis as part of our SIT (Student Intervention Team), so that we can address any struggles before they become a problem.

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?
For our ELL-SWDs, we use our flexible, small group scheduling model, as well as research-based intervention programs, to meet their needs. They participate in the same math curriuclum 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 and ESL strategies. In language arts, all of our groups utilize Wilson Fundations to teach phonics. For the rest of the curriculum, teachers follow a balanced literacy approach, and teachers of ELL students infuse extra support with speaking, listening and vocabulary development. We follow all IEP guidelines, including the use of a bilingual paraprofessional 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?
As indicated above, all of our students participate in some heterogeneous, whole-group classes each day, including both interdisciplinary core classes ("content literacy") and various special classes, such as gym, story time, art, and choice time. However,all students also participate in small, leveled reading and math groups that focus on meeting their individual needs. Each student is able to receive targeted instruction while still participating in our whole-school curriculum and culture.

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

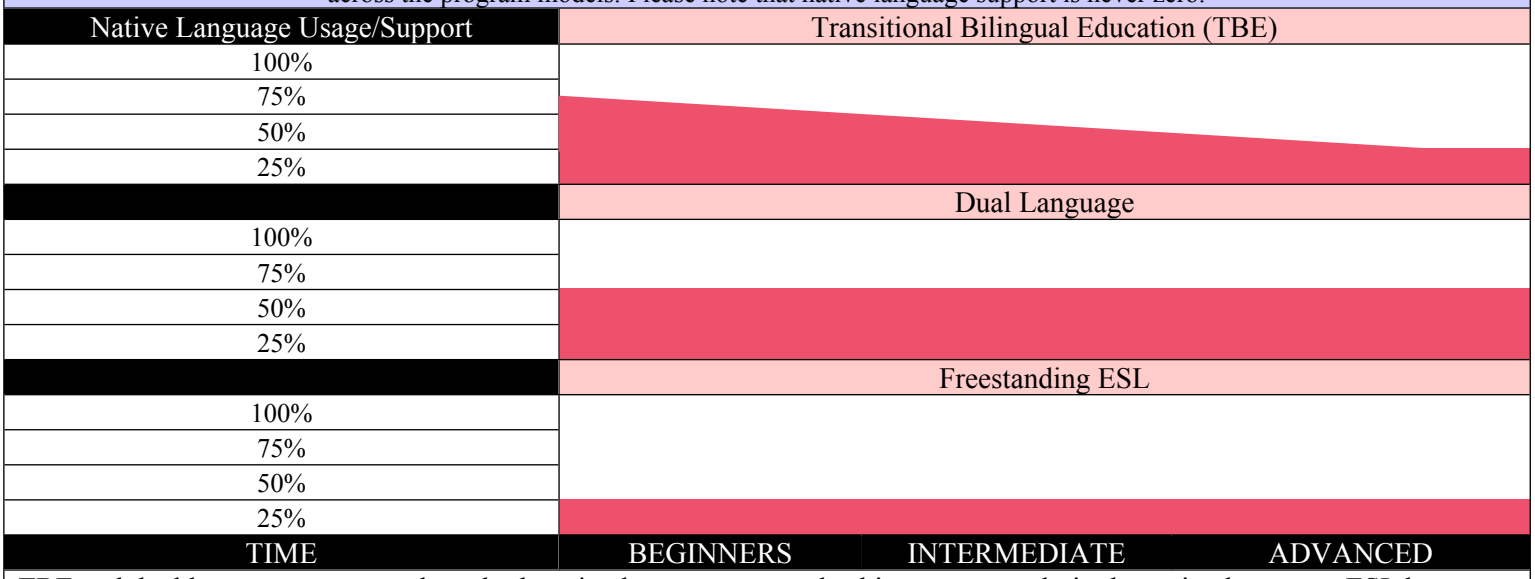
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

Native Language Usage and Supports

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



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.

For intervention in reading and math, our beginner ELLs are placed together in small groups. They participate in the same math curriuclum 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 and ESL strategies. In language arts, all of our groups utilize Wilson Fundations to teach phonics, and the ESL group also uses additional Wilson Intervention strategies. ELL students also have access to computer-based reading programs, including raz-kids and abc mouse, as well as English for Kids. 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. In compliance with CR Part 154, our beginner students receive in excess of 360 minutes of ESL instruction with a qualified licensed ESL pedagogue within their language arts and mathematics blocks. They also receive services from an ESL push-in teacher during their interdisciplinary core content time.

Our 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 push-in instruction with our ESL provider.

Our former ELLs 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. We will continue testing accomodations for former ELLs according to state guidelines.

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

All content areas are taught by the homeroom teacher in an interdisciplinary core 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. In addition, we have Spanish-speaking paraprofessional staff who provide native language support. Students are assessed through formal assessments -- the DRA given in Ocrober, January and May; unit tests in Fundations and Math in Focus; and performance tasks through Common Core-aligned rubrics. Data is reviewed in team meetings at the conclusion of each unit (approximately 4-6 weeks).

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

Based on the NYSESLAT data from 2012-2013, we are adding an additional emphasis on speaking and listening in all of our classes and content areas. This focus is part of our overal schoolwide professional development plan. Our ESL teacher is pushing in to different classes, because we feel that students need support in learning the curriculum, rather than a new and separate curriculum. In addition, now that we have NYSESLAT data, teachers are informed about the performance of each student in the specific modalities, so they can address specific needs.

12. What programs/services for ELLs will be discontinued and why?

We are not discontinuing any programs. However, we have changed our primary model of service provision from pullout to push-in, in order to maximize the instructional time that students spend working towards meeting the standards.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELL students have equal access to all school programs. ELL students are integrated into all of our homerooms, so they receive all additional classes, including PE, technology, arts education, "story time," and "choice time" alongside our native English speakers. Our arts-based after-school program, paid for by Fair Student Funding, is designed to provide students with developmentally-appropriate arts-based enrichment experiences, and students from all language backgrounds participate. From January onwards, we offer before and after school tutoring (also paid for by Fair Student Funding) to all students who are performing below grade level, regardless of ELL or special education status.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

    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. Our ESL students also use the English for Kids box set. 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 dramatic play and blocks centers, in which ELL students can practice their oral language with native English speakers. All of these instructional resources provide students with age-appropriate support.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Our Freestanding ESL program offers native language support where possible, through the use of bilingual paraprofessionals. Parent communication inviting participation in school events is sent home in English, Spanish, and Bangla, and our Community Associate follows up with phone calls. Our school-wide events, such as our Cultural Fair and PTA movie nights are attended by students from all language backgrounds.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    Because we are a K-1 school, our current programs are designed with an early childhood focus. Hands-on materials, centers, and pictorial support are important for all young children, not just ELL students.

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.
    Each year, we hold parent orientation meetings to help prepare new parents and answer their questions. At those meetings, our Spanish-speaking staff members help translate. In addition, we send home any initial materials in English and Spanish.

18. What language electives are offered to ELLs?
    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.

19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    Not applicable.

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.

Linden Tree was created with a focus on language development. In every curriclum area; in ELA, Math, and Content Literacy, there is a strong emphasis on language development. Because there are identified ELL's in all classes, every common branch teacher receives ESL strategies to incorporate within their planning and implementation of instruction. Pedagogues are trained in CR Part 154.

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 common branches teachers receive PD on a daily basis with the instructional coach who, in turn, provides ESL strategy support. ESL concerns are addressed as needed. The first Friday of each month, we focus specifically on language development strategies and support for ELLs in meeting the Common Core standards. Recent meetings have focused on the SIOP model and the breakdown of the NYSESLAT modality data.

This is the second year of PS 567, and all of our students are either in K or 1st grade.. When they are ready to transition to middle school, we will provide appropriate support to staff so they may assist the students in their transition.

The mandated hours of training as specified by the Jose P law will be received by my staff as follows:

September: How students aquire language, theories overview - Identification process: Home Language Survey, Lab-R, NYSESLAT

October: Culture and its role in lanugage acquisition, sensitivity

November: State requirements and programmatic mandates for Beginners, Intermediates, Advanced and Transitional students

December: ESL push-in, Pull out, bilingual and dual language programs and parent options

January: Instructional implications, best practices, scaffolding content to be comprehensible

February: Resources, books, modifications, technology, listening centers, etc.

March: Title 111 - supplemental programs

April: State Testing modifications and exemptions

In addition, we are working in conjuction with our Network to provide ongoing ELL training for our staff.

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?

Parents in our school are supported from the moment they enroll their children at Linden Tree. 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. Bilingual staff members and parents assist in translation at these events. 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 bilingual staff members and parents assist with translation. At the meeting, we inform 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. Early in the year, we survey parents about their cultural backgrounds in order to celebrate the diversity of our student body, and we also survey them about specifc needs in order to provide family support. 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, report cards, and one-to-one meetings. 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. As part of a campus school, we work in conjunction with MS 127. They partner with the community YMCA to offer evening ESL classes to parents, Monday-Thursday. We are opening an additional class specifically for Linden Tree parents.

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 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.

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: Linden 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		10/29/13
	Assistant Principal		10/29/13
	Parent Coordinator		10/29/13
Denise Ranelli	ESL Teacher		10/29/13
Evelyn Guerrero	Parent		10/29/13
Marilyn Alvarado	Teacher/Subject Area		10/29/13
	Teacher/Subject Area		10/29/13
Lisa Peterson	Coach		10/29/13
	Coach		10/29/13
Sandra Rivera-Perez	Guidance Counselor		10/29/13
Petrina Pallazzo	Network Leader		10/29/13
	Other		10/29/13
	Other		1/1/01
	Other		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: 11x56 **School Name:** Linden Tree Elementary School

Cluster: 06 **Network:** 606

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

When students are admitted to Linden Tree, a licensed pedagogue administers the Home Language Interview Survey (HLIS), and the secretary records this information in ATS. If we determine that the parent has language and interpretation needs, we utilize bilingual staff members, parent volunteers, or adult family members of the student to assist in translation. Our Community Associate works with each family to ensure we have a contact person for home-school communication, and she notes this information on the blue emergency cards. In turn, she shares this information with each child's classroom teacher.

Linden Tree has families with the following backgrounds:
Bengali
Spanish
Arabic (Pashto)
African (Wolof)

We correspond with our families in the various ways: backpacked 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 Bangla and the other languages. Our Bangladeshi, Pashto, and Wolof-speaking families either read English (the majority of them) or can rely upon adult friends and relatives for translation assistance.

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 98 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. We also elicit the assistance of Bangeldeshi families who speak English to convey information to other families.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We utilize the DOE documents available in the covered languages (i.e. Bangla and Spanish) identified at our school. For school-specific documents, Spanish-speaking staff provide the written translation for Spanish-speaking families. Families from other language backgrounds have either indicated that they read English or have adult friends/relatives who can translate documents for them.

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.

Spanish speaking staff provide the verbal translation for my Spanish speaking families. Additionally, Spanish speaking PTA members also provide spoken translation in our parent meetings. For my Bangladeshi families, I have elicited the assistance of my Bangledeshi family members and parent volunteers who also speak English.

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. We sent home the Bill of Parent Rights and Responsibilities to all students whose family's primary language is a covered language. As part of a campus school, signs are posted near the entrance indicating the availability of interpretation services, and our 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. 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 lanugages 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.