

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

11X567

School Name:

LINDEN TREE ELEMENTARY SCHOOL

Principal:

LISA DEBONIS

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary – Pre-K-5 (at capacity) School Number (DBN): 11X567
School Type: Elementary Grades Served: Currently Pre-k - 2
School Address: 1560 Purdy Street, Bronx, New York 10462
Phone Number: 718-239-7401 Fax: 718-239-7406
School Contact Person: Jaime Sorhaindo Email Address: JSorhaindo@schools.nyc.gov
Principal: Lisa DeBonis
UFT Chapter Leader: Jodi Siegel
Parents' Association President: Nicholas France
SLT Chairperson: Lisa Peterson
Student Representative(s): n/a

District Information

District: 11 Superintendent: Maria Lopez
Superintendent's Office Address: 1250 Arnow Avenue
Superintendent's Email Address: MLopez9@schools.nyc.gov
Phone Number: 718-529-2620 Fax: -

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 606 Network Leader: Petrina Palazzo

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa DeBonis	*Principal or Designee	
Jodi Siegel	*UFT Chapter Leader or Designee	
Nicholas France	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maryann Morgan	Member/ UFT	
Lisa Peterson	Member/UFT	
Kimberly Taylor	Member/UFT	
Jeremy Stand	Member/ Parent	
Maria Salgado	Member/ Parent	
John Benitez	Member/ Parent	
Jaime Hughes	Member/ Parent	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Linden Tree Elementary first opened its doors in September , 2011 with only three Kindergarten classes. From its inception, the core group of teachers and administration believed in creating an environment of collaboration and small group instruction that targeted individual learning styles and abilities; ensuring meaningful learning experiences for all members of the Linden Tree Community. Teachers meet daily with administration to build coherent systems that were designed to be the bedrock of Linden Tree for years to come. We met (and continue to do so each summer) to build systems and structures and develop curriculum in the following areas:

Science and Social Studies – These units (aligned with Standards) are designed to be the “thematic” umbrella that guides all learning. Trips that enhance the units are planned, as well as the design of collaborative and individual projects that further thinking, assessments, rubrics and classwork and homework. The standards help to develop the topic, but then as a team we create meaningful, exciting units that stimulate critical thinking and an awareness of the world.

Literacy and Math – At Linden Tree, we believe all children will thrive with the right scaffolds and supports. One way we accomplish this is by creating ability-based groups for literacy and math. Our students are departmentalized for Reading and Math . We design the curriculum using various common core aligned programs (Foundations, Ready-Gen, Fountas & Pinnel, TC) and then differentiate according to the ability level of each student. Teachers develop units based on the Common Core expectations for each grade level and alter their methods according to the student's levels. . We assess students numerous times throughout the year and regroup them according to their abilities, growths and needs.

Our Mission:

Our families are the roots that allow our Linden Tree to grow and flourish. We celebrate the diversity of our children's culture, language and experience and value the opportunity to learn from one another. Children will learn to appreciate and nurture each other's differences. We will provide them with the tools to resolve conflict with respect and empathy.

We strive to help all of our students develop strong values, be reflective, and develop a strong sense of self as they negotiate the world.

At Linden Tree Elementary, we believe that all students can achieve academically. The primary instructional focus is to incorporate integrated curricula, relevant project based learning and first hand experiences that foster life-long learners. We believe that through an environment that provides individualized support, students will learn the value of, and techniques necessary to build a growth mindset. This mindset will allow students to understand and realize that effort and persistence leads to improved ability.

Everyone in our Linden Tree family strives to learn and grow in order for us to bloom together.

We have collaborations with organizations such as the Bronx Zoo. Since trips are an important part of our learning experience, we use this resource as a way for our students to learn first-hand about the animals they are studying. We have collaborated with a community garden association so that our students can learn about all stages of gardening from taking care of the grounds, planting, growing and harvesting vegetables. We have also used our community to further the learning regarding community members. Our students interviewed grocers, librarians, store owners, etc. We also collaborate with the local library and take the students there a few times throughout the year.

Our strengths include our individual focus for all children. We spend a lot of time getting to know our children on all

levels (academically, emotionally and socially) and provide support systems that enable each child to thrive. We see all constituents of Linden Tree, (staff, parents, and children) as a Linden Tree family member. Parents are very active and have complete access to all Linden Tree members. We plan monthly community events to build relationships and spend time communicating and bonding as a family.

The staff at Linden Tree values collaboration. They meet whenever possible (during specified and formalized meeting times as well as during lunch, preps, after and before school) to support one another and create systems and curriculum that are consistent among and across grade levels. Teachers share ideas, lessons, systems and materials. No one works in isolation. This also serves to be a challenge since there is not enough built-in time for these meetings to happen on a structured level. Although teachers make the time to meet, it would benefit us all if we could formalize these times on a more consistent basis. Another struggle is incorporating the arts on a consistent basis. As of now we collaborate with MS 127 and share the librarian and some of the middle school teachers. Our goal for next year and years to come is to utilize MS 127's music, art, and computer personnel so that our students have a more structured arts program.

Our school wide focus is on Formative Assessment. We have spent the last few years focusing on developing questioning and discussion techniques in each classroom to enable students to work together, have poignant discussions regarding various topics and ensure the questioning includes all 4 levels of Depths of Knowledge questioning. This year, we have added our focus: Students will use assessment criteria to demonstrate their knowledge of learning objectives. As a staff, we felt that we needed to work together to develop rubrics and assessment criteria and find ways for students to understand how they are being evaluated and how to self- assess their understanding of the learning task.

Over the past three years we have grown in our understanding of child development. Since we collaborate as a staff, we spend a lot of time examining student work to determine what works best and what needs to be taught differently. We constantly reassess our units to ensure that each time something is taught, structures are incorporated to enable a more rigorous and educationally sound result.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Students come into Linden Tree at all levels of learning. Some have had prior educational experiences and some have never been in a structured educational environment. For the past two years our students have increased a minimum of two Fountas & Pinnell reading levels (in each grade). According to the Developmental Reading Assessment (DRA) which we administer 3 times per year, 87.5% of Kindergarten students showed growth of at least two letter levels and 99% of our first graders did as well. We have over 25% students with IEPs and over 30% ELLs. Based on this, we design our curricula to meet all of the differentiated needs and levels of our students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, 75% of students, including English Language Learners (ELLs) and students with disabilities (SWD) will have increased their reading levels by at least 2 letter grades as measured by Fountas & Pinnell reading levels

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • A variety of research-based computerized reading programs, including One More Story and Raz-kids. • A variety of research-based phonics programs, including Foundations, Explode the Code, Sounds in Motion, Teachers’ College, Month-by-Month Phonics, and Fountas and Pinnell; implemented in each class and modified according to specific needs of group. • Leveled libraries purchased to support the independent reading levels of each group. • Teachers attend network-based professional development and outside consultants come in to work with teachers on areas of special concern. 	All Students	DRA assessment provided September, January and May	Administration, teachers

<ul style="list-style-type: none"> 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. IEP coordinator works with teachers to assist them with differentiating for students with disabilities. Teachers incorporate the Sheltered Instruction Observation Protocol (SIOP) model and language support into instruction. Development of oral language through student collaboration and discussion. Students from families with financial needs are provided with books and materials for use at home. 	All students	Sept.-June	Administration, teachers, Network support (for SWD and ELLs)
<ul style="list-style-type: none"> Student information shared regularly with parents through report cards, progress reports with students' reading levels and goals (January and April), newsletters, website, publishing parties/celebrations, and ongoing correspondence and meetings. Parent workshops. Ongoing correspondence with parents through weekly letters attached to homework packets. 	Parents	Ongoing conference notes; Sept.-June	Administration, teachers
Staff collaborate regularly to examine data, discuss student groupings, and develop instructional strategies to best meet the needs of each student.	All Students	Sept.-June	Administration, teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Weekly teacher team meetings to examine data and student work; share materials, ideas and strategies; and ensure consistent and rigorous academic expectations for all students.
- Collaboration amongst the IEP teacher and classroom teachers to plan and create differentiated and rigorous instruction for students with disabilities.
- Shared reading and teacher materials purchased to enhance lessons.
- Use of iPads for computerized reading programs that assesses student progress and informs teacher instruction purchased to provide additional data and additional reading materials for all levels of students.
- Additional staff members to ensure small group settings for literacy and other academic instruction

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

FSF/Title 1 – Tax levy funds will be used for teacher per session to engage in professional development after the contractual day.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

DRA assessment provided in January; Ongoing conference notes collected and used as assessment amongst teachers each week during meeting time in order to determine specific strategies needed to move student reading levels

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
n/a				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

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. Therefore, all students participate in Positive Behavioral Intervention Services (PBIS) to affect positive social and emotional practices and behavior. Additionally, according to our environment survey, 97% of parents believe that their children are being supported emotionally. Our goal is for 100% of our parents to believe that their children are being supported emotionally.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, with the support of PBIS training, Linden Tree staff will have developed emotional and behavioral systems, structures and language to ensure that 90% of students will demonstrate positive social and emotional practices and behaviors

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Consistent language based on the professional and personal behavior rubric to create school-wide systems posted in each classroom with a specific focus for each month: L – Learning T - Trustworthy I – Individuality R - Respectful N - Nurturing E - Empathy D - Determination E - Encouragement E - Equality N - Nobility	Students	Monthly SY14-15	All Staff including administration, support and teachers
At the end of each month, children who exemplify that “behavior” receive awards by principal, teachers, and other school personnel. There are also Incentives such as weekly visits to “Choice Room” where students select an activity of their choice.	Students	Monthly	All staff including administration, support and teachers
Parents are provided with monthly behavior focus during PTA meetings and with school calendar. Teachers send home additional information regarding the monthly focus.	Parents	monthly	All Linden Tree personnel

Student Intervention Team (SIT) meetings to discuss and define “problem” or at-risk behaviors and interventions. <ul style="list-style-type: none"> Strategies/Interventions discussed with entire staff for consistent implementation and follow-through 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. Immediate and specific praise 	Students and Teachers	Daily and weekly focus for SIT meetings	All Linden Tree staff
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. Full and part time guidance counselor Weekly SIT meetings Daily guidance lessons that focus on the behavior of the month Monthly assemblies organized by principal Purchasing of books and incentive items that focus on character development education

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
FSF/Tax levy funds will be used to hire part-time guidance counselor who will work with the teachers to support them with our PBIS program.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ol style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
Students are expected to understand the language and meaning of each word identified in our PBIS plan. Students create projects and discuss what it means to have determination, be empathetic, be an individual, etc. The timeframe is monthly. During the end-of-month assembly students talk about the importance of exhibiting the focus behavior.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
n/a				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to observation data and teacher goals set during the individual planning conference (IPC), all teachers began the school year with a specific focus to improve their practice. To date, 90% of our teachers have scored within the “Developing” category of at least 2 indicators of the Danielson Framework. With administrative guidance, teachers select their individualized instructional area of development as outlined by the Danielson Framework For Teaching 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 outcomes.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, 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.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
All teachers are provided with: Enhancing Professional Practice – A Framework for Teaching and the Danielson Framework by Charlotte Danielson •Teachers will collaborate with administration on understanding and evaluating the rubric and reflect on their professional goals <ul style="list-style-type: none"> - Teachers will receive strategic feedback regarding strengths and next steps numerous times throughout the year 	Teachers	Sept-June	Administration
-Teachers are provided with the 2014-2015 Citywide Instructional Expectations and consistently receive professional development from the network based on observations around the expectations	Teachers	Sept-June	Network support, Administration

regarding instruction. -Teachers receive differentiated professional development based on self- assessment as well as observed areas of need. -Teachers are sent out for professional development based on their area of need or development			
Parents receiving student development data at least four times per year which indicates that their child’s teacher is effective	parents	October, January, March, May	Administration, teachers
-Teachers provide professional development based on the workshops they are attending. They share in grade level and school wide meetings and provide support to one another -Teachers have opportunity to visit each other and share in the evaluation process	Teachers	Monthly	Administration, teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
-Monies to hire substitutes in order for teachers to be freed to attend workshops during the school day -Hiring of assistant principal to assist in the development of teachers -Books purchased around professional practice -Time in the schedule for teachers to meet often and collaborate

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
FSF/Title 1/Highly Qualified - Tax levy funds will be used for teacher per session to engage in professional development after the contractual day. Tax levy funds will also be used to obtain assistant principal, substitutes and outside consultants to support teacher learning and growth.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 20. Specify a timeframe for mid-point progress monitoring activities.				
Progress will be monitored on a bi-weekly basis from data gathered from classroom observations using the Advance dashboard. Administration will use this data to inform future professional development. A school wide focus of “Using Assessment in Instruction” is discussed monthly where teachers are provided with visual and written materials to deepen their understanding and reflect on their practice of how to check for student understanding and use this data to inform their planning and instruction.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? n/a			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to 2013-2014 Measure of Student Learning (MOSL) reports, 80% of our students showed growth in our Developmental Reading Assessment (DRA), math and written performance task data. This finding shows that students learn best when they are given feedback and focused, small group instruction. To that end we departmentalize our students and ensure that they are assessed often so that we can determine the best learning environment for each level of learner. Our priority is to ensure that teachers utilize ongoing assessment practices and are equipped with the appropriate professional development, immediate feedback on lessons, books, materials and tools to ensure that students are provided with the most effective learning situations. Our school’s instructional focus is that students will use assessment criteria to demonstrate knowledge of learning targets. To this end, we will need to support and develop teachers in providing ongoing and formative assessments and feedback to students that supports them in achieving at higher levels.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, 80% of teachers will move within or to the next level on component 3d: Using Assessment in Instruction as measured by the Danielson Framework for Teaching.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Professional Development: network meetings targeting areas such as data, Danielson Framework for Teaching, assessment, math, ELL and SWD training. We collaborate weekly on our school wide focus of “questioning, discussion and assessment” –(Danielson 3b and 3d) Teachers turnkey information learned at the PD meetings, teachers inter-visit each other and provide feedback using Danielson rubrics with a highlight on component 3d: Using Assessment in Instruction.	Teachers, students	Sept-June	Network personnel, administration, teachers

<p><u>Student Work</u> – Teachers meet weekly to examine student work and devise feedback based on resulting assessments and student work products that will support students in achieving at higher levels. Teachers also use the results of this analysis to adjust instruction based on students’ next steps. Teachers participate in book clubs around professional learning books that focus on effective teaching and formative assessment.</p> <p><u>Administration</u> – Principal and Assistant Principal do weekly observations (both together and separately) with a highlight on component 3d: Using Assessment in Instruction and provide feedback and support to teachers in line with their next steps. Teachers are offered opportunities to attend professional learning series and plan with colleagues outside of the school day.</p>			
<ul style="list-style-type: none"> We hired an instructional assistant principal who worked for the office of teacher effectiveness to ensure that teachers receive actionable and poignant feedback after each observation. We hired an IEP Coordinator who works with all the teachers to provide strategies and additional support for students who learn differently than the majority of students in the class. She works with all grade levels to be part of the team that provides alternate learning ideas and supports. Two teachers are receiving ESL support from the network. They were provided with materials and research-based methods to ensure appropriate language development for our ELL students. We hired an additional ESL teacher from the middle school to provide additional language support to our ELL students 	staff	Sept-June	Teachers, students
Parents are provided with student learning data and provided with ways to support the learning at home.	parents	Sept-June	Teaches, administration
The culture at Linden Tree is one of trust and collaboration. Teachers are receptive to constructive feedback and work hard to implement next steps. Teachers and administration support one another on all levels to ensure the most effective results.	teachers	Sept-June	Teachers, admin.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal, Assistant Principal, teachers, professional books such as A Framework for Teaching by Charlotte Danielson and Checking for Understanding by Nancy Frey. teaching materials and supplies, and per session.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
FSF/Title 1/Highly Qualified - Tax levy funds will be used for teacher per session to engage in professional development after the contractual day. Tax levy funds will also be used to obtain assistant principal, substitutes and outside consultants to support teacher learning and growth.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

By February, 80% of students will show an increase in literacy and mathematics skills as measured by their work products and conference notes.

Part 6b. Complete in **February 2015**.

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

n/a

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Linden Tree values the relationship between all constituents of the school. We believe that in order for all children to achieve maximum instructional, emotional and social development, the partnership between school staff and parents is critical. Each year there is has been a 20% increase of parental participation, as indicated by our school wide celebrations, parent teacher nights and other school curriculum events.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015 there will be an increase by at least 75% of active partnership between parents and staff of Linden Tree as measured by parent participation and involvement in all activities.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
<p>Correspondence: Parents will receive information in the various ways: letters (in multiple languages), website (including a monthly blog from principal) newsletters from each grade level, daily interaction at arrival and dismissal, Tuesday appointments whenever necessary.</p> <p>Activities: Parent workshops that focus on educational expectations for children including CCLS, testing, etc. Monthly Family Fun Nights where PTA hosts student friendly activities that are open to the community including movie nights, pot-luck dinners, dances, carnivals, etc.</p> <p>Open Door Policy – All parents have access to all Linden Tree personnel.</p> <p>Outreach – Guidance offers community supports to any family in need of additional resources and programs.</p>	parents	Sept-June	Administration, teachers,

<p>PTA – Monthly meetings to include student performances, refreshments and pertinent school and community information</p> <p><u>Breakfasts</u> – Monthly breakfasts for parents to spend time with school personnel.</p> <p><u>Celebrations and Curriculum Events</u> – Various times throughout the year, teachers invite parents to be part of the celebration of their child’s learning</p> <p>We offer Math Nights and other after school curriculum events where we share learning activities so parents are part of the CCLS standards and learning of their children.</p>			
Tailored workshops to support parents of various student needs such as IEP information, ESL, etc.	parents	January-May	administration
See above	parents	Sept - June	
Part of the development and design of Linden Tree includes the importance of building relationships in a productive and positive way. Parents are always respected and included in decisions that impact children. Parents are also part of the hiring committee to ensure that all constituents of Linden Tree a part of the decision to hire the most appropriate new members of the school.	parents	Sept-June	All Linden Tree Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

As we do not yet have a Parent Coordinator, the Assistant Principal is the point person for parent workshops. Resources include paper, refreshments, materials, books to serve as hand-outs and valuable resources to further the learning. PTA raises funds in order to have successful family nights.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

Each month we should see an increase of parent participation in activities such as PTA, class celebrations, school performances and curriculum events. By January, we will include student performances during the PTA to increase more participation and have additional celebrations in classrooms. We will reassess and include additional measures if we do not see the growth by this time.

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

n/a

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students not meeting benchmark reading and writing levels as evidenced from F & P grade level expectations and NYC Performance Tasks	Research-based programs such as: Foundations, Max Scholar, One More Story, Raz-Kids, Explode the Code, Sounds in Motion, Handwriting without Tears, and Leveled Literacy Intervention Guided reading Shared reading Interactive writing Independent reading/writing 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	Students not meeting math benchmark expectations as evidenced by the math performance task and Engage monthly examinations	Modified Engage NY (using same concept from prior year to provide needed foundation of concept Teachers joined a Math Collective to work as a group to learn how to modify and extend Engage NY to meet needs of all 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).	During the School Day
Science	Students not meeting Science expectations as evidenced by rubrics created from NY State Science	~Research-based hands-on program aligned with the Common Core and Next Generation	Whole class/small groups	During the school day

	standards	Science Standards ~Centers and hands-on activities based on multiple learning styles ~Guided groups for teacher instruction		
Social Studies	Students not meeting SS expectations as evidenced by rubrics created from NYC and State SS standards	Text-based and hands-on program aligned to NY city and state standards ~Centers and hands-on activities based on multiple learning styles ~Guided groups for teacher instruction	Whole class/small groups	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with IEPs or students who have emotional difficulty based on various situations	~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 ~Individual and Small group	During school day or after school to accommodate families if necessary

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. 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.
<p>Recruitment for staff in begins in January. Once postings are put up, staff members are interviewed by a hiring committee made up of administration, teachers, and parents</p> <p>Once hired, new staff engages in summer professional development by grade level as well as whole group focusing on culture and social emotional supports and systems.</p> <p>By September, all new staff members are assigned a mentor that they meet with on a weekly basis. Mentors visit with new teachers both during and outside of class time to provide feedback on classroom norming, lesson planning, lesson execution, student engagement, questioning and discussion, assessment, data collection and analysis, etc. In addition, teachers are assigned a Common Planning period weekly to meet as a grade level team and administrators are present for support at these meetings. When necessary, targeted inter-class visits are scheduled. Administrators provide immediate feedback to teachers on classroom observations so that they can reflect and make necessary changes according to the feedback they receive.</p> <p>To support the development of highly qualified instructional practices teachers meet daily. Meetings include curriculum development, training on specific materials, school wide focus, practice and assessments, looking at student work and using data analysis to inform instruction.</p> <p>The professional development plan was created by our PD team and focuses most of the content around our school's Instructional Focus for 2014-2015 which is students using assessment criteria to demonstrate knowledge of learning targets. . Teachers are provided both in-house and off-site opportunities to extend their learning and professional knowledge in this area of focus.</p>

2b. 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).
<p>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 to provide the instructional focus in order to ensure students will be able to meet the challenges presented to them in future grades</p>

Teachers attend outside workshops at Bank Street, network offerings throughout the year and visit other schools for additional targeted support.

Administration attend monthly network meetings in order to share best practices and support one another in all NYC initiatives

Paraprofessionals receive training on FBA and monitoring of behavior for the students they serve. This is overseen by the IEP coordinator and guidance counselors in order to ensure consistency and effective documentation. Additionally, they are part of our Monday professional development where we discuss academic topics such as exposing students to high level questioning, engaging in meaningful discussion and assessment criteria since they assist teachers in classrooms and can also be engaged in the school wide initiatives for students to meet CCSS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. 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).

n/a

Part 4: SWP Schools Only

4a. 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 multiple Open House presentations throughout the year for both our pre-k potential students and our Kindergarten students to help the transition from students attending other 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

4b. 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.

In Pre-K we use the ESI-R assessment tool to determine students strengths and next steps. When children arrive in Kindergarten in September, we begin with pre DRA assessment in order to determine their reading strengths and abilities. We also use assessments from Foundations, Sounds in Motion, Engage NY, 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	106,121	x	9, 10, 17, 22, 23
Title I School Improvement 1003(a)	Federal	n/a	n/a	n/a
Title I Priority and Focus School Improvement Funds	Federal	n/a	n/a	n/a
Title II, Part A	Federal	n/a	n/a	n/a
Title III, Part A	Federal	n/a	n/a	n/a
Title III, Immigrant	Federal	n/a	n/a	n/a
Tax Levy (FSF)	Local	995,448	x	10, 15, 17, 19, 20

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 11	Borough Bronx	School Number 567
School Name Linden Tree Elementary		

B. Language Allocation Policy Team Composition [i](#) 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 <u>not</u> 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 <u>not</u> 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%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0							0
Dual Language	0	0	0							0
ESL	29		2							29

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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																
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	
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	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
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/	B													

NYSESLAT Modality Analysis

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

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- 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 [AMAQ tool](#))

When we analyzed the patterns across the NYSESLAT 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:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- 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 the 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 (including 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 confirms 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 pedagogue who speaks the family's native language. This survey includes the informal oral interview in English and in the native language. 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 October, 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 Foundations unit tests, which measure acquisition of phonics knowledge.

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - 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 curriculum 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 Foundations 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:			

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

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

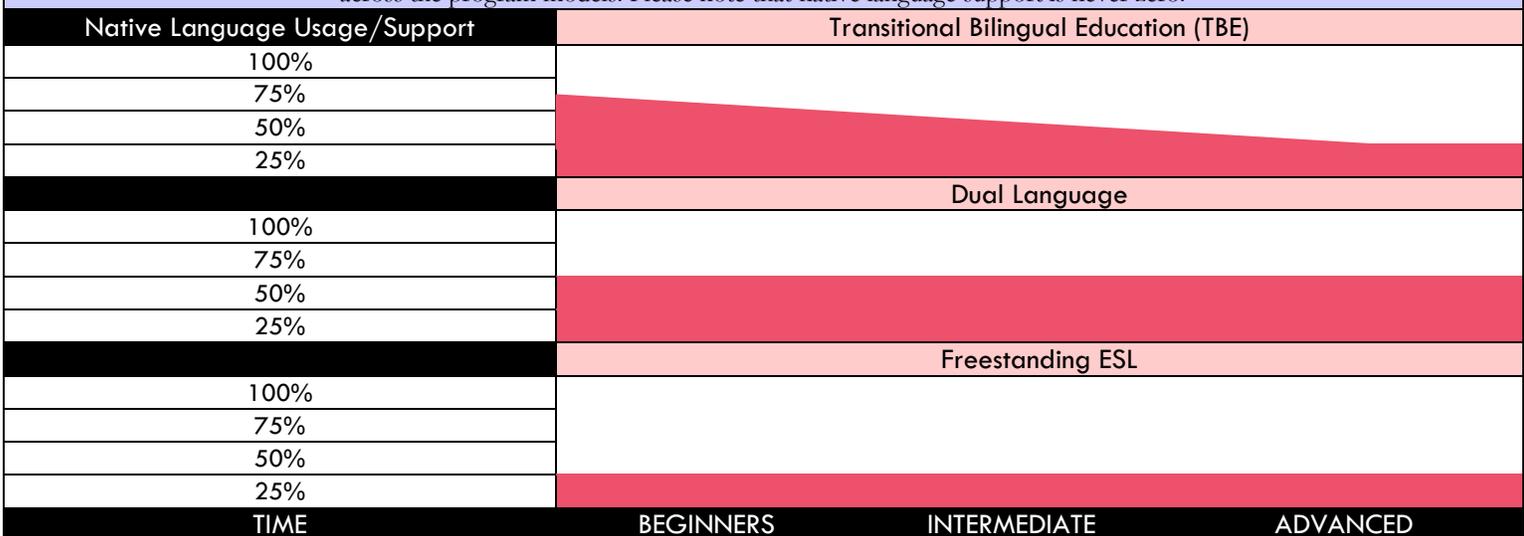
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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 curriculum 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 Foundations 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 accommodations 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 October, January and May; unit tests in Foundations 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 overall 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 curriculum 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 acquire language, theories overview - Identification process: Home Language Survey, Lab-R, NYSESLAT

October: Culture and its role in language 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 conjunction 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 specific 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 Bangladeshi 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 Bangladeshi 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 languages other than English when needed. All student progress, health, safety, legal, disciplinary, Special Education, ELL status and non-standard academic programs will be made available to all parents of Linden Tree.