

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

11X567

School Name:

LINDEN TREE ELEMENTARY SCHOOL

Principal:

LISA DEBONIS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: LISA DEBONIS School Number (DBN): 11X567
Grades Served: PRE-K - 3
School Address: 1560 PURDY STREET, BRONX, NY 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: BARBARA AHEARN
Parents' Association President: NICHOLAS FRANCE
SLT Chairperson: MARILYN ALVARADO
Title I Parent Representative (or
Parent Advisory Council
Chairperson): JAIME HUGHES
Student Representative(s): N/A
N/A

District Information

District: 11 Superintendent: MEISHA ROSS PORTER
Superintendent's Office Address: 2750 THROOP AVENUE, BRONX, NY 10469
Superintendent's Email Address: MROSS@SCHOOLS.NYC.GOV
Phone Number: 718-519-2620 Fax: 718-519-2626

Borough Field Support Center (BFSC)

BFSC: XFSC Director: JOSE RUIZ
Director's Office Address: 1 FORDHAM PLAZA, BRONX, NY
Director's Email Address: JRUIZ2@SCHOOLS.NYC.GOV
Phone Number: 718-828-7776 Fax: 718-828-6280

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
BARBARA AHEARN	*UFT Chapter Leader or Designee	
NICHOLAS FRANCE	*PA/PTA President or Designated Co-President	
NINOTCHKA BYAS	DC 37 Representative (staff), if applicable	
JAIME HUGHES	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
TARA STAND	Member/ PARENT REPRESENTATIVE	
JEREMY STAND	Member/ PARENT REPRESENTATIVE	
JOHN BENITEZ	Member/ PARENT REPRESENTATIVE	
JAIME SORHAINDO	Member/ CSA MEMBER	
MARILYN ALVARADO	Member/ UFT MEMBER	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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.

11X567 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K ,01,02	Total Enrollment	210	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	108.2%	% Attendance Rate			90.6%
% Free Lunch	72.5%	% Reduced Lunch			6.1%
% Limited English Proficient	20.4%	% Students with Disabilities			16.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.0%	% Black or African American			18.4%
% Hispanic or Latino	61.2%	% Asian or Native Hawaiian/Pacific Islander			11.2%
% White	6.1%	% Multi-Racial			1.0%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			3.62
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and 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, 77% of Kindergarten students showed growth of at least two letter levels. 100% of our first graders and 99% of our second 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, 85% 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 Teacher’s College reading levels and at least 50% of our students will be on grade level as measured by Fountas & Pinnell reading levels.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>

<ul style="list-style-type: none"> • A variety of research-based computerized reading programs, including Imagine Learning for our ELL students, One More Story and Raz-kids. • A variety of research-based phonics programs, including Foundations (K & 1), Explode the Code (1), Sounds in Motion (K), Teachers’ College (all), Month-by-Month Phonics (2), 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 May), newsletters, website, publishing parties/celebrations, and ongoing correspondence and meetings. • Parent workshops run by staff members, Learning Leaders and administration – Our goal is to offer workshops on Common Core/Testing Information, ESL & Students with IEP support, homework help, and any other workshops parents want to see (as determined by a parent survey provided in September) • Ongoing correspondence with parents through weekly letters attached to homework packets. 	Parents	Ongoing conference notes; Sept.-June	Administration, teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. 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.
2. Collaboration amongst the IEP teacher and classroom teachers to plan and create differentiated and rigorous instruction for students with disabilities.
3. Shared reading and teacher materials purchased to enhance lessons.
4. 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 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Teacher’s College assessment reassessed in January; By February, 60% of all students, including students with disabilities and ELL students will have moved one letter grade according to TC Benchmarks.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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:</p> <p>L – Learning T - Trustworthy</p>	<p>Students</p>	<p>Monthly SY15-16</p>	<p>All Staff including administration, support and teachers</p>

<p>I – Individuality R - Respectful</p> <p>N - Nurturing E - Encouragement</p> <p>D - Determination E - Empathy</p> <p>E - Equality</p> <p>N - Nobility</p>			
<p>Teachers will select 2 students in the beginning of the month who exemplify the traits that are highlighted. Those students will be our student leaders who help to focus all students around the “behavior trait of the month” This is a form of student congress but instead of choosing the same students for the year, they will rotate monthly. At the end of each month, children all who exemplify that “behavior” receive awards by the student congress along with 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.</p> <ul style="list-style-type: none"> • We also created two initiatives: <p>“Mean Free Zone” and “Caught being Kind” --</p> <p>These initiatives help the students to focus on positive behavior. At any time, students, teachers, personnel, etc. could write a “ticket” for anyone who has done a kind act. These children, teachers, etc. , are “called out” and highlighted for their good deeds.</p>	Students	Monthly	All staff including administration, support and teacher
<p>Parents are provided with monthly behavior focus during PTA meetings and with school calendar. Teachers send home additional information regarding the monthly focus.</p>	Parents	monthly	All Linden Tree personnel
<p>Student Intervention Team (SIT) meetings to discuss and define “problem” or at-risk behaviors and interventions.</p> <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. * Lunch Bunch” where students who have been identified to need additional support, eat lunch with guidance counselors for a duration determined by the SIT team * Immediate and specific praise 	Students and Teachers	Daily and weekly focus for SIT meetings	All Linden Tree staff

* Monthly assemblies- During the end-of-month assembly students talk about the importance of exhibiting the focus behavior.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 and guidance counselor

Purchasing of books and incentive items that focus on character development education

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February, 2016, 90% of all students will have exhibited positive characteristics of our LINDEN TREE PBIS plan.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to observation data during the 2014-2015 school year, 41% of our teachers have received a “Developing” rating for component ‘3c’ engaging students in learning. With administrative guidance, teachers will begin to develop an understanding of what it means for students to be intellectually engaged according to the Danielson Framework for Teaching. Through frequent observations with the language within the Danielson Framework, there will be continuous and ongoing professional development and feedback to strengthen teacher performance which in turn will generate greater student outcomes.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of all teachers will receive an Effective or Highly Effective rating in component 3c, ‘Engaging students in learning’.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All teachers are provided with: Enhancing Professional Practice – A Framework for Teaching and the Danielson Framework by Charlotte Danielson.</p>	<p>Teachers</p>	<p>Sept.-June</p>	<p>Administration</p>

<ul style="list-style-type: none"> •Teachers will collaborate with administration on understanding and evaluating the rubric and reflect on their professional goals. - Teachers will receive strategic feedback regarding strengths and next steps numerous times throughout the year (1-2xmonth) - Teachers will have action plans that are connected to their summative end of year/IPC goals. Meet with administration 1x month to reflect on goals and revise plan accordingly. 			
<p>Teachers are provided with the Framework of Great Schools and consistently receive professional development on observations around the expectations regarding instruction.</p> <p>-Teachers receive small group differentiated professional development based on self- assessment as well as observed areas of need.</p> <p>-Teachers engage in inter-visitations to learn from each other best practices to improve their practice.</p> <p>-Teachers are sent out for professional development based on their area of need or development</p>	Teachers	Sept. -June	In house, city wide professional development, Administration
<p>Administration – Principal and Assistant Principal do weekly observations (both together and separately) with a highlight on component 3c: Engaging students in learning 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>	Teachers	Sept.-June	Administration
<p>Teachers provide professional development based on the workshops they are attending. They then share this information in grade level meetings (1x week) and school wide meetings and provide support to one another</p> <p>-Teachers have opportunity to visit each other and share in the evaluation process.</p>	Teachers	Monthly	Administration, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there will be a 10% decrease in the number of teachers receiving a developing rating in Domain 3: Instruction. All teachers will have attended a full cycle of professional learning as well as received feedback from Administration on both formal and informal observations. This feedback and support will promote the level of student intellectual engagement in all classrooms.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to our performance data, 85% our students showed growth in our Developmental Reading Assessment (DRA). 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 environments. Based on our Quality Review and PPO feedback, our school’s instructional focus was that students will use assessment criteria to demonstrate knowledge of learning targets. According to current ADVANCE data, teachers have made progress in using assessment during instruction; however the next step is to ensure that effective monitoring and documenting of student learning is incorporated. In addition, ADVANCE data shows that there needs to be an overall increase in Domain 3: Instruction; therefore, our revised instructional focus includes next steps in both of these areas.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, 85% of teachers will have received effective and targeted professional development with actionable feedback to ensure their continuous professional growth as indicated by the New York City School Survey and teacher/administration feedback conferences.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><u>Professional Development</u> : outside professional development 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.</p> <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>	<p>Teachers, students</p>	<p>Sept-June</p>	<p>DOE workshops, administration, teachers</p>
<ul style="list-style-type: none"> • Our instructional assistant principal, who previously worked for the office of teacher effectiveness, ensures 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 received additional outside ESL support. They were provided with materials and research-based methods to ensure appropriate language development for our ELL students. 	<p>staff</p>	<p>Sept. - June</p>	<p>Teachers, students</p>

We hired an additional ESL teacher who joined our staff in April of 2015.			
Parents are provided with student learning data and provided with ways to support the learning at home.	Parents	Sept-June	Teachers, 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, Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Principal, Assistant Principal, teachers, professional books such as by Charlotte Danielson and by Nancy Frey. teaching materials and supplies, and per session											
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February, 80% of students will show an increase in literacy and mathematics skills as measured by their work products and conference notes.											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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 at least 20% increase of parental participation, as indicated by our school wide celebrations, Family Fun Nights, parent teacher nights and other school curriculum events

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016 there will be an increase by at least 50% of active partnership between parents and staff of Linden Tree as measured by parent participation and involvement in all activities

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><u>Correspondence</u> : 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>Parents</p>	<p>Sept-June</p>	<p>Teachers, Administration</p>

<p><u>Activities:</u> Parent workshops that focus on educational expectations for children including CCLS, testing, etc.</p> <p>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><u>Open Door Policy</u> – All parents have access to all Linden Tree personnel.</p> <p><u>Outreach</u> – Guidance offers community supports to any family in need of additional resources and programs.</p> <p><u>PTA</u> – 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	Sept.-June	Administration, Learning Leader Personnel
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 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The goal is that for the 2015-2016 school year, we will be able to hire a Parent Coordinator. She/He will be integral in workshop facilitation and parent correspondence. Currently, the Assistant Principal and Principal are the point people 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 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February, 2016, there will be a 40% increase of parent participation in activities such as PTA Meetings, class celebrations, school performances and curriculum events.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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 standard	<p>~Research-based hands-on program aligned with the Common Core and Next Generation Science Standards</p> <p>~Centers and hands-on activities based on multiple learning styles</p> <p>~Guided groups for teacher instruction</p>	Whole class/small groups	During the school day
Social Studies	Students not meeting SS expectations as evidenced by rubrics created from NYC and State SS standards	<p>Text-based and hands-on program aligned to NY city and state standards</p> <p>~Centers and hands-on activities based on multiple learning styles</p> <p>~Guided groups for teacher instruction</p>	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	<p>Weekly meetings with all staff members to discuss at-risk children</p> <p>~SIT (PBIS) team to develop and discuss strategies and interventions for at-risk students run by guidance counselor and IEP teacher</p> <p>~Weekly counseling sessions to discuss choices and appropriate behaviors</p> <p>~Family outreach when necessary</p>	<p>Staff meetings, Individual meetings with teaching staff and families</p> <p>~One-on-one with children and/or family when necessary</p> <p>~Individual and Small group</p>	During school day or after school to accommodate families if necessary

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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 begins in January. Once postings are developed, 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 curriculum, 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 weekly common planning period to meet as a grade level team. Administration is present for support during 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 on an informal basis. Meeting topics include: curriculum development, training on specific materials, school wide focus, pedagogical practice, student assessments, looking at student work and using data analysis to inform instruction.</p> <p>The professional development plan was created by our PD team. The plan focuses around our 2014-2015 school wide instructional focus of: 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 activities and strategies for high quality professional development for teachers, principals, 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 (or essential question) of the unit as well as learning objectives and student assessments. 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 attends 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.

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).

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	145,307.00	x	5a,5b,5c,5d,5e,6
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	5a,5b,5c,5d,5e,6
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,862,299.00	x	5a,5b,5c,5d,5e,6

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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) Template

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, School Quality 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Linden Tree Elementary</u>	DBN: <u>11x567</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: _____

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Begin description here: _____

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Lisa DeBonis	Assistant Principal Jaime Sorhaindo
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Laramie Kennedy	School Counselor Sandra Perez
Teacher/Subject Area Barbara Ahearn	Parent Nicolas France
Teacher/Subject Area Tiffany Vasquez	Parent Coordinator Allison Walsh
Related-Service Provider Marilyn Alvarado	Borough Field Support Center Staff Member Jose Ruiz
Superintendent Meisha Ross Porter	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	270	Total number of ELLs	63	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	63	ELL Students with Disabilities	6
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	63	0	5							0
Total	0	0	0	0	0	0	0	0	0	0

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	0	0	0										0
Bengali	0	0	0	0										0
SELECT ONE	0	0	0	0										0
TOTAL	0													

**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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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	16	15	9	6										0
Chinese	0	1	0	0										0
Russian														0
Bengali	1	4	0	4										0
Urdu	1	2	1											0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	0	1										0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	5	5	2	1										0
Emerging (Low Intermediate)	3	2	4	0										0
Transitioning (High Intermediate)	5	6	3	1										0
Expanding (Advanced)	6	9	1	8										0
Commanding (Proficient)	2													0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 NYSITELL, DRA Word Analysis and DRA, running records, EngageNY module assessments and NYC Performance tasks. 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.

This past year, our school consisted solely of Kindergarten, First and Second grade. Based on DRA scores, our data for the entire school breaks down as follows:

K	21%	Level 1	1	st	33%	Level 1	2	nd	14%	Level 1
	37%	Level 2			9%	Level 2			17%	Level 2
	33%	Level 3			41%	Level 3			20%	Level 3
	09%	Level 4			17%	Level 4			49%	Level 4

Our CEP goal was that 70% of our students (including ELLs and SWDs) would move at least 2 Fountas and Pinnell grade levels by our last DRA assessment in May. Our data indicates that 79% of our ELLs across the school exceeded our CEP goals. (They surpassed the two grade levels). In addition, when analyzing our DRA results, we noticed that many of our ELLs possessed excellent decoding skills and sight word recognition. However, of all our highest-scoring ELLs who were held back by lack of familiarity with the vocabulary and syntax of 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, members of our staff took a language development class over the summer at Bank Street, and we now include language goals as part of our unit plans.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

We analyzed the proficiency levels of our students on the NYSITELL and NYSESLAT. There is significant data to show that our students moved across the modalities as they became immersed in a language rich curriculum.

The data shows that we have 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. Classroom teachers, as well as our ENL teacher, will provide targeted support to help them attain proficiency across the board. 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 in order to attain the same success with our new and entering level students this year.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

When we analyzed the patterns across the NYSESLAT modalities, we found that more than 50% 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. Teachers have also received professional development on questioning and discussion and are now engaging students in rich discussions. This year we plan to incorporate the AMAO tool in order to organize specific trends with our ELL students and devise an action targeted plan to address the findings.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home 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 23% of our school population, and they are well-represented at every performance level

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 teachers attend a Bank Street workshop on language development over the summer. We now incorporate language goals and supports into all of our units.

Since we are a K-2 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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, after school, Imagine Learning etc.

6. How do you make sure that a student's new 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:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

We have set clear goals for our ELL students in our CEP. Since we are in our third 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. Our Advanced ELLs have shown significant improvement in Reading and Writing proficiency.

Of our 12 ELL second graders (students we have had since Kindergarten), 100% of students moved 4 or more reading levels. One of our second grade ELL students moved 8 reading levels. They are all currently reading on second grade level.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Linden Tree is in its fourth year. We are currently a PreK-3 school. Each year we will add a new kindergarten until we reach capacity as a PreK-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 NYSITELL within 10 days from their admit date. If the student is identified as entitled on the NYSITELL and their native/home language is identified to be Spanish, a Spanish speaking licensed pedagogue will also administer the Spanish LAB, in order to identify the student's level of fluency and proficiency in the Spanish language. The ESL teacher, Administration and other Spanish-speaking licensed pedagogues administer these tests.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

When the school has a newcomer student that is identified as an ELL enrolled in grade three, we plan to first administer the SIFE questionnaire in either English or their native language, whichever will be better for the student. Based on the results of this questionnaire; if we feel that the student appears to be SIFE, then we will administer the LENS. Along with the results of these assessments, we will monitor the students work in the classroom to see if it appears that the student is SIFE. If the student is identified as SIFE, this information will be shared with administration, classroom teachers, and ESL teacher. The ESL teacher will begin using a modification of the BRIDGES program and implement an intense ESL program in order to support the student immensely in his or her education.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

For the upcoming school year; when a new student enters the school with an IEP, and also has a home language other than English, then our Language Proficiency Team will take the appropriate steps to determine whether or not the student is an ELL. The LPT will consist of the IEP coordinator, ESL coordinator, a member of the administration, the classroom teacher, and the student's parent or guardian. The LPT will complete the NYSITELL Determination form, and if it is decided that the student should take the NYSITELL then the ESL Coordinator will administer the test to the student. The team has twenty days to make the determination after which the ESL coordinator has an additional ten days to administer the NYSITELL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Upon receiving the scores of the NYSITELL, we will create the appropriate entitlement/ non-entitlement forms for students. We send letters home in the students' bookbags and call/speak with the parents to follow up. Parents will also receive these forms in their preferred language.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

When parents come in for the parent orientation, they will be informed, in their native language, that they have the right to request that their child go through the ELL identification process a second time if they feel they have been misidentified. They will also be informed that they have 45 days from the date of registration to request this in writing to the school. The school then has 10 days to complete the identification process again, which will involve reviewing the student's school work and consulting the parent guardian. What the process can not include is administering the NYSITELL for a second time. All notifications and relevant documentation is to be kept in the students cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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. Our Parent Coordinator and ESL coordinator facilitates the communication with parents, and a Spanish speaking PTA member assisted with translating as necessary, we also have the translation hotline number available for when there is

a parent who speaks another language. The staff that is present will first describe why the parents are called to the meeting and then ask that they watch the parent information video which describes the programs available to them. The ESL Coordinator will then explain that the program we have here at Linden Tree is an ENL program, which has demonstrated great results with students in the past. We will also make a document that indicates parent selection so that if/when a TBE or DL program becomes available at the school, we can notify those parents to inform them that they again have a choice to make. Although a bilingual program is the default placement if we do not receive a parent survey back, we do not offer that at this school so the child will be placed in our ENL program until either a form is received or a different program becomes available, and the parents will also receive a default letter informing them of this.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

At our information meeting, parents fill out the Program Selection Forms, Parent Surveys, and watch the DOE prepared video that is available on the DOE website, in their preferred language. The school keeps copies of the Parent Survey and Program Selection forms, along with the ELL Program Admissions Data form in the ELL data binder. Once this meeting is held, we distribute Placement Letters, and again, the ESL coordinator will keep copies of these letters. Although a bilingual program is the default program if a parent does not make a selection, our only available program is freestanding ENL, fortunately so far, all of our parents have opted for this choice. If the situation does eventually arise where a parent opts for an alternate program, then we will keep a list of these parents in the official ELL data binder, which is kept by the ESL Coordinator, so that if/when we do offer another program the parent can be informed. Additionally, for our first and second grade ELLs who took the NYSESLAT but are still entitled to receive services, we send home Continued Entitlement Letters. Copies of these letters are kept on file both in our main office as well as in the ESL data binder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL Coordinator monitors and coordinates the collection of Parent Survey and Program Selection forms. The ESL Coordinator will also keep a running list of parents who have not yet returned these forms, ensure that they have been sent in the preferred languages, and then work with the bilingual (English and Spanish) office staff and the parent coordinator to call and reach out to the parents to encourage them to return the forms. If there is a preferred language other than English or Spanish, we will utilize the DOE translation hotline to ensure that the parents are reached in their preferred language. The returned form and all monitoring data will be kept in the ESL data binder. Information about parent selection will be entered into ATS via the ELPC screen by the 20th day.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the testing and placement processes are complete, the ENL Coordinator creates the placement notification letters in the parents preferred language. If the student is new and eligible, then he or she receives a program placement letter. If the student took the NYSESLAT last year then he or she receives a continuing entitlement form. If the student took the NYSESLAT and scored as proficient, then he or she receives a non-entitlement form. All of these forms are distributed in the parent's preferred language. The letters are then given to students and placed in their home/school correspondence folders in order to ensure that parents receive them.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The office staff places the original copies of the student's registration forms, including HLIS, in the cumulative files when students are new to the school. The ESL Coordinator then makes copies of the HLIS and keeps the copies in the ELL data binder. After completing NYSITELL testing and the program placement process, the ENL Coordinator places the original copies of the non-entitlement and entitlement letters into the cumulative files as well. The ENL Coordinator also makes copies of these documents and keeps them in the ESL data binder which is kept in the ENL Coordinator's room. The office staff and administration has access to the cumulative files and the administration and the ENL Coordinator have access to the ESL data binder.
11. 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. The ESL Coordinator first runs the RLER report in ATS in order to determine who is eligible to take the NYSESLAT. The speaking 1:1 section is administered by the ESL Coordinator, with assistance from administration and other licensed personnel, if necessary, within the calendar days allotted. The other sections (reading, writing, listening) are administered separate from each other by the ESL coordinator according to students' grade level to ensure that students complete assessment within the time allotted. The ESL Coordinator is responsible for scheduling the testing and for the maintenance of testing records and materials.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. In September, the ESL Coordinator is responsible for identifying the students who took the NYSESLAT the previous spring, scored less than proficient, and are now receiving continued support. The ESL Coordinator sends a "continued entitlement" letter home with students, in the parent's preferred language, explaining this continued entitlement. Parents are asked to return the bottom portion of the form, and this is kept by the ESL Coordinator in the ESL data binder. If a student scored proficient on the NYSESLAT, then the ESL Coordinator send home a "non entitlement" letter, in the parents preferred language, explaining this as well as the fact that the student will continue to be eligible to receive 90 minutes of transitional ESL support for two years. All of these letters home will be placed in the students' home/ school correspondence folder.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

To date, all of our ELL students families have opted for the stand-alone ENL/ESL program. Once all of the parent surveys are received, the information is entered into the ELPC screen. Parent Surveys are also kept in the ELL data binder and the ESL Coordinator maintains a spreadsheet which records parent choices. As was stated, parents have chosen the stand alone program, which is what we have. However, Linden Tree is nearing the number of students needed to implement a bilingual program, as per the ASPIRA Consent degree, which we will continue to monitor and plan to implement in the next year or two. The ESL Coordinator at Linden Tree will continue to monitor parent choice, and if in years to come there seems to be a rise in parents choosing other program formats, then we will also work to put the necessary programs in place. The ESL Coordinator monitors parent choice by keeping copies of parent program survey forms and recording the selections parents chose each year on a spreadsheet. As was previously stated, 0 parents have chosen dual language or bilingual programs so far as their first choice. Therefore, the ESL program model at our school IS aligned with parent choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
The ELLs at Linden Tree receive standalone ENL in a variety of ways. The entering and emergent level students are grouped homogenously in order to receive the instruction they require. The students generally are grouped as a block and therefore remain with others in the grade level. The transitioning and expanding level students are also in a block, therefore their peers are their same grade, and receive push in service and they are grouped heterogeneously, though the ESL teacher will pull aside small homogeneous groupings to work on specific strategies and touch points.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
In compliance with CR Part 154, our entering and emerging level students receive 360 minutes of ESL instruction with the licensed ESL coordinator who pushes in to their interdisciplinary core class daily. They spend half of that time developing the necessary skills for the English language and the other half supporting the content, math, and ELA curriculum. Our transitioning and expanding level students receive 180 minutes of ESL instruction with the licensed ESL coordinator and they participate in math and ELA groups with peers who have similar literacy levels and needs. The ESL teacher supports the ELLs in reading, writing, listening and speaking in all subjects; math, content, and ELA, so the ELL students receive the needed support and required time. We currently do not have any students who have reached the commanding level.
3. Describe how core content is delivered in each program model. 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. Content areas are taught by the homeroom teacher in a focused period called "Content Literacy." In both of these Science and Social Studies classes, we use a hands-on, experiential approach that emphasizes the development of academic language. In social studies, we use a variety of content rich literature in order to provide the students with the needed lessons. 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. Teachers use the CCLS in order to design instruction and the ESL Coordinator works to support classroom teachers with creating lessons that support the needs of ELLs.

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. The ESL teacher works directly with the classroom teachers to understand the curriculum and support the ELLs with background knowledge and academic vocabulary development.

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

In order to ensure that our ELLs are appropriately evaluated in their home languages throughout the year, we have hired both Spanish and Bengali speaking staff members, as these are our two main languages other than English. These teachers, office staff, and para professionals are available to help assess students or speak with students whenever the need arises. Having members of our staff who speak the students home languages help us to maintain a correct understanding of 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 unit tests, which measure acquisition of phonics knowledge.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. In order to differentiate instruction for SIFE students, we first identify them using the SIFE oral interview questionnaire. After they have been identified, we would administer the LENS. Based on the information gained from that assessment, we would place the student in a homogenous group, based on his proficiency and provide large amounts of background knowledge as well as support from the ESL teacher in a push in format so s/he does not risk missing out on important instruction.

b. In order to differentiate instruction for newcomers, we will provide them with as much exposure to the language as possible, through various read alouds, labels in the classroom, say and repeats, and also some direct instruction in the areas of language where they seem to be lacking the most. Essentially, their instruction will always be tailored to their specific needs. They will also always be grouped in the classroom in a way that they are with other newcomers as well as other, more proficient students who speak their native language (when possible). The ESL Coordinator will work with the classroom teachers to identify the best ways to support the students with their language development. The ESL coordinator will also push into the classroom for the required amount of time, as per CR part 154, in order to best serve the students.

c. In order to differentiate instruction for developing ELLs, the students will be grouped homogeneously when the classrooms are split into small groups, or divided for specific subject areas. The ESL Coordinator will work with the classroom teacher in order to plan instruction that supports their developing language. This may mean providing sentence frames, fewer answer choices, or a variety of other accommodations which will provide the opportunity for the ELLs to reach the same curricular goals as their peers while having the differentiated support they require. The ESL teacher will also push into these classrooms, for the appropriate required minutes per week as per CR part 154, to provide ELLs with support throughout their lessons.

d. In order to differentiate instruction for long term ELLs, students will be placed in homogenous groupings within their classroom. The ESL Coordinator will work closely with the classroom teachers to design instruction that is rich in academic language and contains the visual support needed for ELLs. The ESL teacher will also continue to push into these classrooms for the amount of time required as per CR part 154 in order to support the ELLs with the academic language and content development. Though these students may not require as many accommodations as their newcomer or developing peers, they do need some accommodations as they are still missing the essentials of the academic language, which has caused them to be long term ELLs.

e. In order to differentiate for former ELLs, the students will continue to receive 90 minutes of push in support from the ESL teacher for two years after exiting the program. This support will most likely be with the expanding academic language and skills needed in the classroom. The ESL Coordinator will also continue to plan with the classroom teacher in order to provide support for him/ her.

At Linden Tree, we plan to expose the children to the regular curriculum as much as possible and we will offer ESL support as long as is needed by our students. 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 an instructional hinderance.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

When there is concern about whether a student has been incorrectly identified as an ELL, the parent must first provide a signed letter stating this concern. The ESL coordinator will then work with the classroom teacher and the principal to determine

Chart whether they believe the student should be re-identified and then consult with the parent/guardian. If the student has, or is suspected of having, a disability, then the team must also consult the CSE. If it is determined that the student will be re-identified, then proper notification must be sent to the parent as well as to the superintendent within ten days. All notifications and relevant documents will be kept in the cumulative folder, as well as copies placed in the ELL data binder.

Whenever a student has been re-identified as ELL or non-ELL, based on an approved appeal, we continue to monitor student in order to be sure that the re-identification is not a hindrance to the child's academic progress. Between 6 and 12 months of the official date of re-identification, the principal will consult with the ESL coordinator, the classroom teacher, and the parent in order to make a final determination if the re-identification has not been a hindrance to academic progress.

8. 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 EngageNY, 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 a Phonics based program that focuses on language development as well as the use of Imagine Learning. We also incorporate workshop structures where students are taught reading strategies and are given ample reading time to practice these strategies. 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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY Chart	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

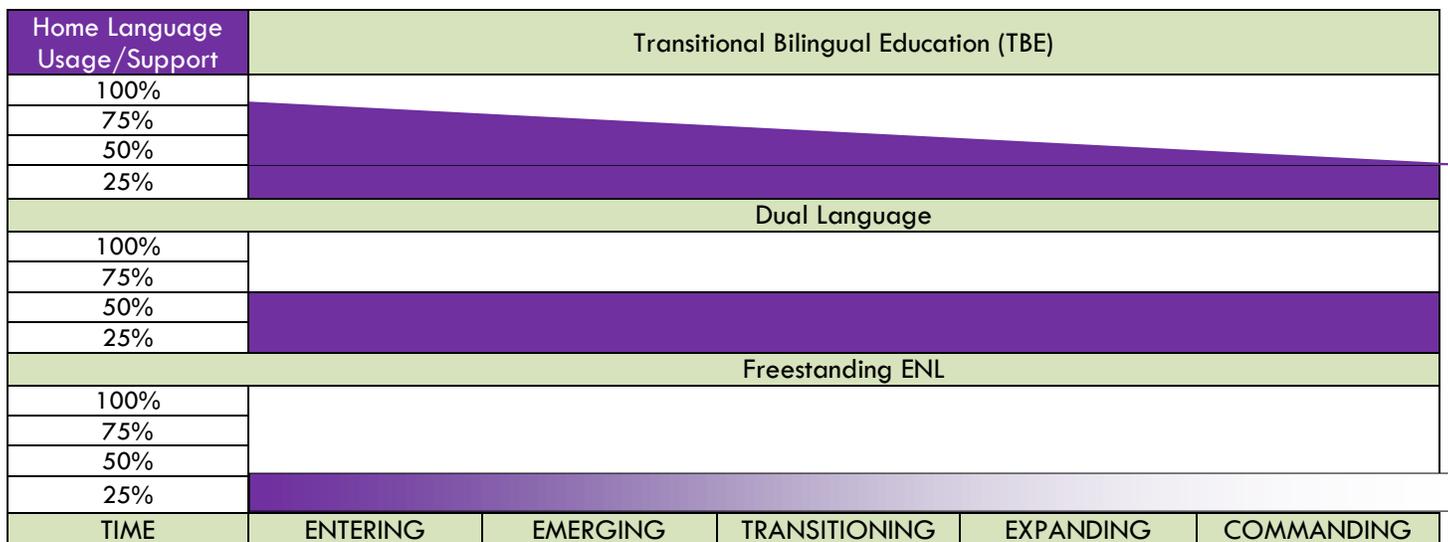


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 standards based program (EngageNY) 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 Imagine Learning, 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 360 minutes of ESL instruction with a qualified licensed ESL pedagogue within their language arts and mathematics blocks. They also receive services from an ESL push-in teacher during their interdisciplinary core content time.

Our advanced ELL's participate in math and ELA groups with peers who have similar literacy levels and needs. Teachers infuse reading, writing, listening and speaking into all classes, so the ELL students receive in-class support. In addition, these students receive 180 minutes a week of push-in instruction with our ESL provider.

Our former ELLs continue to receive ELA and math instruction in small groups tailored to their individual needs. Within these groups, teachers will be responsible for providing the support and scaffolding necessary for the students to succeed. We will continue testing accomodations for former ELLs according to state guidelines.

Social Studies and Science content curriculums are linked to our ELA and math curriculums. Therefore, the students receive content rich academic language support which mirrors the support they are receiving in their reading and math small groups. Our school is built on the foundation of developing strong language skills that provide the students with the tools they need to work the the CCLS in all areas of the curriculum.

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

Based on the data that was previously stated, students who have attended Linden Tree from it's inception (our 2nd graders), are currently reading on grade level. Just this year alone, they have moved over 4 reading levels. 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).

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

For the upcoming school year, we have hired an ESL coordinator to provide professional development to the entire staff on instructional strategies to best support ELL learners. We will continue to incorporate the SIOP model within all planning and maintain language objectives in each unit of study.

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

We are not discontinuing any programs.

14. 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.

15. What instructional materials, including technology, are used to support ELLs? Include core 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 ELL students also use Imagine Learning. In math, we use EngageNY however, we still incorporate language objectives in these lessons. 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.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?
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 multiple languages and our support staff 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.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Because we are an early childhood 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Each year, we hold parent orientation meetings to help prepare new parents and answer their questions. At these meetings, our Spanish-speaking staff members help translate. In addition, we send home any initial materials in multiple languages.
19. What language electives are offered to ELLs?
As an early childhood school we do not offer language electives.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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 ELL strategies to incorporate within their planning and implementation of instruction. For the upcoming school year, we have hired an ESL coordinator who will ensure that professional development is focused on ELL strategies. As per CR part 154, 15% of the total PD will be dedicated to language acquisition. Additionally, 50% of the required PD will be dedicated to language acquisition for our bilingual and ENL teachers.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
This past year our network provided ESL professional development to a cohort of teachers (one on each grade). Teachers then turnkeyed this information to the staff, ensuring 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.aste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We are currently in our third year, our students are entering 3rd grade.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The mandated hours of training as specified by CR part 154 at that all teachers will receive 15% of their total hours in the area of language acquisition. Much of this training will be presented by the ESL Coordinator. These trainings will occur monthly during our required PD time. The following is a list of topics that will be adressed each month. The ESL Coordinator will also debrief with the classroom teachers during formal grade level meetings regarding the information she has obtained during the off-site language acquisition PD workshops she has attended.

September: Identification process: Home Language Survey, Lab-R, NYSESLAT

October: State Requirements and programmatic mandates for all ELL levels

November: SIOP Overview- Lesson Preparation (writing language and content objectives)

December: SIOP Overview- Building Background

January: SIOP Overview- Comprehensible Input

February: SIOP Overview- Strategies and Interaction

March: Title 111 - SIOP Overview- Practice and Application

April: SIOP Overview- Lesson Delivery and Review and Assessment

May: State Testing modifications and exemptions

June: Supporting ELLs during the summer months

In addition, as per CR part 154, the ESL Coordinator is required to receive 50% of her PD hours in the field of language acquisition. She will be attending numerous half of full day workshops, provided by the BFSC, in the area of language acquisition. The topics of the workshops vary; some of the first workshops she will be attending are language progressions, writing across all subjects, and integrated teaching to support language acquisition.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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 NYSITELL, 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.

Each subsequent year, parents of ELLs are invited to an annual individual meeting to discuss goals of the program, as well as proficiency results. There will be a translator available to be present at these meetings as needed.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Documentation of invitation to annual meetings as well as attendance of said meetings will be kept in the ELL data binder. In lieu of a meeting, documentation of phone calls and letters will be recorded and also maintained in these files.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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 Parent Advocate 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 multiple languages. Translation services are also provided for parents when necessary, especially during parent-teacher conferences. We have two Spanish-speaking and one Bengali speaking school aide to assist in translation. 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. We are in the process of establishing workshops for parents based on their interests, for example; English language skills, homework help, and more. The parent coordinator and the ESL Coordinator work together to identify the needs and interests of the ELL parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL 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. We have also brought in Learning Leaders.

5. How do you evaluate the needs of the parents?

Our Parent Coordinator and the ESL Coordinator work together to format a letter home to the parents explaining that we would like to offer workshops at various times and on various days that meet their needs. We provide some suggestions for workshop topics but also leave it open ended so that the parents may add in other topics that they might be interested in. This letter goes home in the parents preferred language. This is offered to all parents, and teachers, the principal, the office staff, and the Parent Coordinator reach out to parents in person as well as via phone call in order to truly evaluate and identify the needs of the parents.

6. How do your parental involvement activities address the needs of the parents?

We are responsive to surveys and incorporate feedback accordingly. When we receive the letter back from the parents with options filled out, we then schedule workshops that meet the needs of the parents on the days and times that best accommodate their schedule. Our activities best address the needs of the parents because they are designed hand in hand with the parents, based on their input.

D. Additional Information

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

School Name: Linden Tree Elementary

School DBN: 11X567

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa DeBonis	Principal		10/1/01
Jaime Sorhaindo	Assistant Principal		1/1/01
Allison Walsh	Parent Coordinator		1/1/01
Laramie Kennedy	ENL/Bilingual Teacher		1/1/01
Nicholas France	Parent		1/1/01
Barbara Ahearn	Teacher/Subject Area		1/1/01
Tiffany Vasquez	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sandee Rivera Perez	School Counselor		1/1/01
Meisha Ross Porter	Superintendent		1/1/01
Jose Ruiz	Borough Field Support Center Staff Member _____		1/1/01
Marilyn Alvarado	Other <u>IEP Coordinator</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **11x567** School Name: **Linden Tree Elementary**
Superintendent: **M**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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)
Urdu

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Bengali
Spanish
Urdu
Arabic (Pashto)
African (Wolof)

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Newsletters
Calendars
parent-teacher correspondence
After school information
Upcoming and Important Events
Trip information

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

curriculum nights
parent teacher conferences
dissimination of progress reports
parent workshops
behavior or academic concerns
IEP meetings
program changes

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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. Additionally we will utilize services from Translation and Interpretation unit for our ongoing correspondence. Our goal is to hire a school aide from Bangladesh in order to assist us with verbal and written translations.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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. For the upcoming school year, we will also obtain translation services from over-the-phone interpreters via the Translation and Interpretation Unit

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During our initial staff meeting, all staff members will be trained on the DOE services available. Prior to parent/teacher conferences and for all our parent workshops, teachers are familiarized with various ways to have information translated through emails sent by our parent coordinator with directions on how to obtain translated materials.

Our parent coordinator is also providing information to staff regarding DOE language and translation services that are currently available from the DOE..

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Through the parent survey, we will measure the effectiveness of our translation and interpretation measures. With a small school, we are also able to directly maintain communication (via teacher and administration meeting) with all our families to ensure they are receiving and obtaining the necessary information. This year, Linden Tree has a parent coordinator who offers parent workshops and constant communication for all parents. She is outside greeting families each and every day and available for parent feedback. We are also offering per session funding for staff members who can communicate with parents during non-school hours. These languages include Spanish, Bengla and Arabic. Through our many communication services, our parent coordinator is able to assess whether or not parents feel that they are receiving ample and effective information from our school. To date, we are able to translate information effectively in order to adequately inform all of our parents.