2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 11X567
School Name: LINDEN TREE ELEMENTARY SCHOOL
Principal: LISA DEBONIS
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

School Name: Linden Tree Elementary School
School Number (DBN): 11X567
BEDS Code: 321100-01-0567
Grades Served: PRE-K - 5
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: Islah Tauheed
Parents’ Association President: Rebecca Santos
SLT Chairperson: Amy Labbate
Title I Parent Representative (or Parent Advisory Council Chairperson): Yolanda DeJesus
Student Representative(s): N/A
CBO Representative: Nicholas Affisco

District Information

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

Field Support Center (FSC)
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Deboni</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Islah Tauheed</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Rebecca Santos</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Evelyn Guerrero</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Yolanda DeJesus</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Nicholas Affisco</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Carla Bonilla</td>
<td>Member/PARENT REPRESENTATIVE</td>
<td></td>
</tr>
<tr>
<td>Eliza Gonzalez</td>
<td>Member/PARENT REPRESENTATIVE</td>
<td></td>
</tr>
<tr>
<td>Jose Colon</td>
<td>Member/ PARENT REPRESENTATIVE</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Jaime Sorhaindo</td>
<td>Member/ CSAMEMBER</td>
<td></td>
</tr>
<tr>
<td>Amy Labbate</td>
<td>Member/ UFTMEMBER</td>
<td></td>
</tr>
<tr>
<td>John Benitez</td>
<td>Member/Parent Representative</td>
<td></td>
</tr>
<tr>
<td>Rakiya Adams</td>
<td>Member/ UFTMember</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click [here](#).

### 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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our Vision:</strong></td>
</tr>
<tr>
<td>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. Our school community will appreciate, nurture respect each other. We will provide children with the tools to resolve conflict with respect and</td>
</tr>
</tbody>
</table>
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 foster a culture of learning for all members of our school community. We believe that all students can achieve academically and that teachers are equipped to support this learning by incorporating an integrated curricula, relevant project based learning and first hand experiences that foster lifelong 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 our school community to understand and realize that effort, persistence and relevant experiences are the key to becoming global leaders of innovation and discovery.

Our Mission Statement:

Through collaboration, all community members of Linden Tree foster a growth mindset that ensures academic achievement for all students through integrated curricula, project based learning and first hand experiences.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

In the fall of 2017 Linden Tree Elementary was designated as a magnet school adopting the STEM focus. Our school name was changed to Linden Tree Elementary Magnet School for Global Leaders of Innovation and Discovery. Our students are ethnically diverse with 15% Black, 63% Hispanic, 17% Asian and 5% from other backgrounds. In the 2017-2018 school year 28% of our students were English Language Learners, 21% are students with disabilities and 76% are from low socioeconomic households. As articulated in our mission, we at Linden Tree celebrate this diversity and seek to teach our students to appreciate and nurture each other’s differences.

Our classes will be content specific in grades 3-5 to further support the implementation of our integrated curricula that is at the heart of our magnet focus. The upper grades will continue to have targeted grouping of students based on ability and our teachers will continue to focus their instruction in one of the following areas: Math, Science/PBL (STEM), Literacy/Social Studies. We believe that these content specific classes and learning opportunities are vital for students to develop an even deeper understanding of the content being taught as well as their role as learners. The content-specific class structure will provide teachers ample time to improve their instructional practice by focusing on one subject area that will include the research based best practices necessary to improve the learning outcomes for all students. These content specific classes will also provide teachers the opportunity to plan vertically across grades and engage in frequent cycles of inquiry in grade teams as well as vertical-content specific teams. This cohesiveness will ensure that instruction is data driven and grounded in research-based best practices which will expose all students to critical thinking learning opportunities as well as allowing teams to be responsive to individual student needs. To support teachers with these content specific classes we will have two Literacy Curriculum and Instruction Specialists and one Math/Science Coach working with teams to plan integrated units that include multiple entry points for our various levels of learners. In addition, these instructional leads will provide RTI support to Tier two students in their respective grade bands. In grades K-2 teachers will teach all subjects and students will homogeneously grouped for reading and math only.

In order to create trans-disciplinary units of study as required by our Magnet designation, Linden Tree will be adopting the Expeditionary Learning (EL) 2018 Content Based Literacy Curriculum across all grades. The EL curriculum will allow teachers to support all students in mastering rigorous content, develop positive character and produce high quality work while addressing real world problems and pursuing hands on solutions. The interdisciplinary project-based curricular structure of EL provides learning expeditions designed to engage students and encourage them to be the leaders of their own learning. The EL Education curriculum is focused on equity and the belief that all children deserve schools that foster their unique abilities, give them a real opportunity to achieve high academic standards and help them take their place in a society for which they are well prepared. We have also adopted the Amplify science curriculum and the Engineering is Elementary (EiE) to promote contextual learning and problem solving skills.
We strive to blend EL Education, Amplify and EiE to create transdisciplinary units that incorporate Project Based Learning components that will push students to become active problem solvers.

We have collaborations with organizations as a means of ensuring students are provided opportunities to local community and greater NYC learning experiences that will deepen their understanding of the world around them. Through our partnerships with Brain Power, Education Through Music, Power My Learning, Cool Culture, the Arts Continuum, Magic Box, Salvadori and NY Historical Society, our students will learn first-hand about the various content areas they are studying. Through our partnership with The Greenwich Village Society for Historic Preservation; our 2nd graders have had the opportunity to learn about the history of Greenwich Village through field trips and in class instruction by a GVSHP educator.

Our strengths include our individual focus for all children as evidenced by the significant growth that our students achieved in reading this year. 92% of our students made at least two levels of progress during the 2017-2018 school year, as evidenced by increases in their Fountas & Pinnell reading levels. These gains are the foundation for our continued focus on formative assessment to inform rigorous instruction in Literacy content areas. In addition, the successful implementation of the Linden Leaves PBIS program helped to maintain a positive school culture, grounded in a growth mindset.

We 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. Last year we implemented the Professional Learning Community framework and both vertical and grade specific teams met to analyze student work and, through the inquiry cycle, implement research based solutions to gaps identified in student learning. We have developed formalized protocols for PLCs and created protected time for collaborative teams to meet. Our school-wide instructional focus on Assessment, both formative and summative, will go hand in hand with our commitment to the PLC process and the need to build teacher capacity as well as ensure student progress towards CCLS. Furthermore, ongoing professional development will be tailored to meet the needs of our teachers based on feedback from our Instructional Coaches and Advance observations. Advance observation cycles will provide timely and actionable feedback aimed at promoting teacher reflection and follow up on next steps.

### 3. Describe any special student populations and what their specific needs are.

We had 115 ENL students in the 2017-2018 school year (28.3%) and 125 ENL students this year. We have two ENL teachers who use both the push-in and pull-out model to service the different needs of these students. We have also infused language goals within each curricular area to ensure students who are learning English as a new language are fully immersed in consistent academic and tier 2 language. We had 86 IEP students (21.1%) in the 2017-2018 school year. On every grade level there is a Special Education teacher assigned to provide differentiation and alternate learning styles and supports for children who learn differently. We have an IEP coordinator who will oversee all Special Education licensed teachers in order to provide consistency and professional development for each support teacher on each grade level.
4. Identify 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.

<table>
<thead>
<tr>
<th>Our school wide focus will continue to be the use of Formative Assessment to drive instruction in all content areas. Building on the foundation established in our PLCs, we will further develop the instructional inquiry cycle for grade level as well as content area collaborative teams. Our newly adopted EL curriculum provides teachers with common assessments and rubrics to evaluate student learning across grades and subject areas in order to respond to gaps in students learning and to facilitate student self evaluation. Furthermore, EL provides teachers with a framework for implementing a socio-constructivist paradigm where all learning is socially mediated through language that relies on classroom conversations about challenging texts. Our goal this year will be to incorporate language based solutions that will ensure we are addressing identified language based deficits and narrowing the language gap for all students. We plan to address this need by strengthening teachers' and students' dialogic inquiry skills as well as through explicit vocabulary instruction aimed at reading, writing and discussion techniques that develop student and teacher use of Tier II vocabulary.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We constantly reassess our practice to ensure that each time something is taught, structures are incorporated to enable a more rigorous and educationally sound result. This year we will have 2 Literacy and 1 Math Instructional Specialists that will be responsible for:</strong></td>
</tr>
<tr>
<td><strong>Conducting bi-monthly classroom walk-throughs with administration to ensure teachers are being provided with frequent and actionable feedback.</strong></td>
</tr>
<tr>
<td><strong>Engage in monthly observation calibration sessions with administration to build capacity in using the Danielson Framework for teaching to observe teacher practice.</strong></td>
</tr>
<tr>
<td><strong>Engage teachers in a ‘curriculum audit’ at the end of each unit. (This includes reflecting and revising curriculum map at the end of each unit, analyzing student data at the end of unit and using this to inform future instruction).</strong></td>
</tr>
</tbody>
</table>
### School Demographics and Accountability Snapshot for 11X567

#### School Configuration (2018-19)
- **Grade Configuration**: 0K,01,02,03,04,05
- **Total Enrollment (2017-18)**: 407
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 1
- **# SETSS (ELA)**: N/A
- **# Integrated Collaborative Teaching (ELA)**: 38
- **# Special Classes (Math)**: 1
- **# SETSS (Math)**: N/A
- **# Integrated Collaborative Teaching (Math)**: 39

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 15
- **# Music**: 13
- **# Drama**: 13
- **# Foreign Language**: 13
- **# Dance**: 13
- **# Integrated Collaborative Teaching**: 13
- **# Integrated Language (ELA)**: 13
- **# Integrated Language (Math)**: 13
- **# SETSS**: 13

#### School Composition (2017-18)
- **% Title I Population**: 70.0%
- **% Attendance Rate**: 92.4%
- **% Free Lunch**: 74.2%
- **% Reduced Lunch**: 5.0%
- **% Limited English Proficient**: 28.3%
- **% Students with Disabilities**: 21.1%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 1.5%
- **% Black or African American**: 15.0%
- **% Hispanic or Latino**: 63.1%
- **% Asian or Native Hawaiian/Pacific Islander**: 16.5%
- **% White**: 3.2%
- **% Multi-Racial**: 2.2%

#### Years Principal Assigned to School (2018-19)
- **6,25**
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 38%
- **% Teaching with Fewer Than 3 Years of Experience**: 25%
- **Average Teacher Absences**: 6

#### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Performance at levels 3 &amp; 4</td>
<td>25.3%</td>
</tr>
<tr>
<td>Mathematics Performance at levels 3 &amp; 4</td>
<td>20.7%</td>
</tr>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>85%</td>
</tr>
</tbody>
</table>

#### Student Performance for High Schools (2016-17)

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Performance at levels 3 &amp; 4</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics Performance at levels 3 &amp; 4</td>
<td>N/A</td>
</tr>
<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>N/A</td>
</tr>
<tr>
<td>US History Performance at Levels 3 &amp; 4</td>
<td>N/A</td>
</tr>
<tr>
<td>4 Year Graduation Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>6 Year Graduation Rate (2011 Cohort)</td>
<td>N/A</td>
</tr>
<tr>
<td>Regents Diploma w/ Advanced Designation</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Met AYP (Y/N)</th>
<th>YSH</th>
<th>Overall NYSED Accountability Status (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>YES</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>YSH</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Met AYP (Y/N)</th>
<th>YSH</th>
<th>Overall NYSED Accountability Status (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>NO</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Met AYP (Y/N)</th>
<th>YSH</th>
<th>Overall NYSED Accountability Status (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>YES</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
<td>YES</td>
</tr>
</tbody>
</table>

#### High School

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Met AYP (Y/N)</th>
<th>YSH</th>
<th>Overall NYSED Accountability Status (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

At Linden Tree we believe strongly in designing enriching curricula that meets the differentiated needs of all of our students. In grades 3-5 our classes are departmentalized for literacy and math to ensure that all students are receiving targeted instruction based on their learning abilities and needs. In grades K-2 students are homogeneously grouped for reading instruction in order to ensure that all students receive targeted instruction leading to meeting grade level standards. According to our school-wide end of year data: 45% of students (K-4) are reading on or above grade level and 92% of students increased their reading levels by at least 2 letter grades as measured by Teachers College assessments. Preliminary data from the June Subject Performance Report shows that 84% of students met promotional standards in ELA, while only 75% met promotional standards in math. This data indicates that there is a significant gap in our math instruction that must be addressed.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019 85% of students including ELLs and SWD will improve at least 1 proficiency level as measured by the New York State Measure of Student Learning Math Task.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-4 Math teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Administration, Teachers, Curriculum and Instruction specialists, TC professional development</td>
</tr>
<tr>
<td>All students</td>
<td>Sept. 2018-June 2019</td>
<td>Administration, Classroom teachers, AIS, IEP coordinator, ESL teacher, Bronx Borough Field Support</td>
</tr>
</tbody>
</table>

- Incorporation of research-based blended learning structure to incorporate technology using Math programs such as: GoMath Soar to Success and iReady as both diagnostic and instructional support to address student needs.
- Intervention services for at-risk students in grades 3-5 who are designated Tier 2.
- Math Coach will meet with teachers to support planning of integrated CCLS aligned units that are rigorous and student centered.
- Daily use of formative assessments to monitor student learning and to drive instruction in all subject areas.
- Implementation of structured Math Problem Solving Block spanning all grades.
- Focus on language through Text Talks implemented across daily morning meetings and PBIS sessions. We are creating a new initiative of "1000 Word to June" where students will be learning an average of 10 new tier II vocabulary words across the following areas: Text Talks, Reading Workshop, Writing Workshop, Science, Math, Social Studies, Health, independent reading, and the arts.**

- IEP coordinator, ESL and AIS teachers will coordinate regularly with classroom teachers to ensure differentiated instruction for ELL’s, SWD’s, Tier 2 students.
- Development of oral language through daily student collaboration and discussion in an effort to promote language growth and higher order thinking skills.
- Teachers will meet with small groups daily in order to focus on specific learning needs of at risk students identified through formative assessment. Groups will be
organized based on data and will be flexible according to student growth and development.

- Student academic information will be shared regularly with parents through report cards, progress reports with students’ reading levels and goals (October, January and May), newsletters, website, publishing parties/celebrations, and ongoing correspondence and meetings.

- Monthly parent workshops led by staff members and administration – Our goal is to offer workshops on Common Core/Testing Information, ESL & Students with IEPs 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.

<table>
<thead>
<tr>
<th>Parents</th>
<th>Ongoing parent outreach</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Parents</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will conduct parent workshops and family engagement events that are aligned to our magnet theme, such as monthly family cooking around the world, quarterly STEM faires, and PBL unit celebrations. Additionally we have a "Cooking with math night" every year so that parents can learn math curriculum while working alongside their child. We will encourage and promote parent participation at these events by awarding "Linden Leaves" to parents who come and create a Linden Family Tree with the leaves. Class rosters will be used to mark parents' attendance and total percentage of parent participation will be measured for each class to guide parent outreach. Parent Coordinator will work the magnet team to carry out magnet events and coordinate workshops with grade leaders.

The Family Homework Lab will provide online educational resources for families to use. Each Tuesday of the month will be assigned to a grade and staff by a teacher during Parent Engagement time to provide homework help and strengthen school to home learning connection.

Have teachers select parents for parent volunteers to join the Parent Linch Program.

Encourage parents to use the computer lab during school hours. (Resumes/spread sheets) And hold workshop for parents to teach them how to use various computer programs.

Partnership with Power My Learning, Parent Linch and BOKS. Possible FaceLab.

Research opportunities for adult education in school premises.

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. Adjust scheduling to allow protected time for weekly grade level planning meetings to ensure curricula alignment and student proficiency of CCLS for all students.

2. Collaboration amongst the IEP, ESL, AIS and classroom teachers to plan and create differentiated and rigorous instruction for students with disabilities, English language learners and at-risk students.

3. Scheduling adjustments will incorporate protected time for vertical Professional Learning Communities to enact cycles of inquiry for content-specific teachers across grades where teacher teams examine student work and analyze student learning to inform instruction; teachers share research based best practices to ensure consistent and rigorous academic expectations for all students.

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.

5. Per-session resources will be utilized to initiate after school programs to meet the academic and social emotional needs of students.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**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 2019, 50% of students will show growth on the January Math Benchmark assessment.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Progress for grades K-2 will be based on the GoMath Beginning of Year and Mid-Year benchmark assessments. Grades 3-5 will be based on the Engage NY Beginning of Year and mid-Year benchmark assessments.

**Part 5c.** In **February 2019**, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

At Linden Tree we foster a growth mindset for students and teachers alike. We make every effort to address all social and emotional needs in addition to exposing our students to a rigorous curriculum. After review of our in house Behavior Tracking Log, designed to track inappropriate behaviors, it was determined that for effective behavioral practices to take root, systems for emotional and social development need to be embedded within our daily curriculum. Therefore, all students will participate in Positive Behavioral Intervention Services (PBIS) daily lessons designed to affect positive social and emotional practices and behavior. As a result more students will receive Linden Leaves for exhibiting positive social and emotional behaviors and there will be a school-wide decrease in inappropriate behaviors logged.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June, 2019 there will be a 50% increase, as compared to June 2018, in the number of Linden Leaves awarded to students demonstrating positive social and emotional practices and behaviors and a corresponding decrease in inappropriate behaviors that are logged onto the online Behavior Tracking Log.</td>
</tr>
</tbody>
</table>

2018-19 CEP
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Students</td>
<td>Monthly SY18-19</td>
<td>All Staff including administration, support and teachers.</td>
</tr>
</tbody>
</table>

Implement consistent language based on the professional and personal behavior rubric to create school-wide systems posted in each classroom with a specific focus for each month:

- **L** – Learning
- **T** - Triumph
- **I** – Individuality
- **R** - Respectful
- **N** - Nurturing
- **E** - Encouragement
- **D** - Determination
- **E** - Effort
- **E** - Equity
- **N** - Nobility

Teachers will select 2 students in the beginning of the month who exemplify the monthly PBIS trait that is highlighted. Those students will be our student leaders helping to focus all students around the “behavior trait of the month” This is a form of student congress that will rotate monthly. At the end of each month, children who exemplify that “behavior” receive awards by the student congress along with principal, teachers, and other school personnel. There are also Incentives such as extended recess, or garden time where students select a specific activity of their choice.

We also created two initiatives:

- “Mean Free Zone” and “Caught being Kind” --

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.
Parents are provided with monthly behavior focus during PTA meetings and with school calendar. Teachers send home additional information regarding the monthly focus.

**Student Life Team**

- Meets daily to discuss and define “problem” or at-risk behaviors, plan and deliver interventions, and modify individualized education plans in support of least-restrictive student programs (as per Student Behavior log where all staff logs at-risk behaviors).
- Strategies/Interventions discussed with entire staff for consistent implementation and follow-through.
- Student Life team meet daily and members develop and deliver the school-wide disciplinary plan through the lens of our PBIS values and restorative approaches to discipline.
- Student Life team members facilitate the development of best practices in classroom management and collaborative planning for student intervention at grade team meetings.
- Development of the “Student Union” 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.
- Student Union leadership co-facilitates daily school-wide announcements reinforcing PBIS character values, recognizing individual children that are "Caught Being Kind", and spreading positivity through the use of humor.
- 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
- Monthly assemblies- During Student Union-led, end-of-month assemblies, students talk about the importance of exhibiting the focus behavior and demonstrate the importance through various artistic mediums such as song, dance, spoken word, and speech.
- Student Union leaders welcome new leaders at the monthly assembly via a rites of passage ceremony where families and the school community witness the honor, and reinforce character values.
- Student Union leaders recognize peers at assemblies highlighting perfect and improving attendance, and exemplary uniform practices.
- The Linden Leaves PBIS program encompasses an understanding of Financial Literacy and College/Career Readiness. All children

<table>
<thead>
<tr>
<th>Parents</th>
<th>Monthly</th>
<th>All Linden Tree personnel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY18-19</td>
<td>Students and Teachers</td>
<td>Daily and weekly focus for SIT meetings and Student Life meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly Student Union meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bi-Monthly National Elementary Honor Society Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2018-2019</td>
</tr>
</tbody>
</table>

2018-19 CEP
earn “Linden Leaves” for positive behavior. The color identifies the
denomination (blue - every day good behavior such as “Caught
Being Kind”) green - to identify students who exemplify a growth
mindset - working hard, perseverance, wearing uniform daily, etc.,
purple for outstanding behaviors - helping a friend in need,
prevention of bullying, and gold for academic excellence. These
“leaves” are used as monetary values where children can use them
to shop in our School Store (the store is manned by Year 2-Student
Union leaders who will also understand the importance of being a
community worker). We believe that helping children to
understand how this token economy works will further help them
to understand how earned income, responsibility, and currency
work as they grow older.

*Year 3- Student Union leaders become ambassadors for Linden
Tree where they co-facilitate tours for visitors and co-facilitate
Open House events for incoming families, etc.

*Student Union leaders meet weekly with Student Life Team
members to develop leadership, set and plan initiatives, and voice
student concerns.

*Attendance initiatives engage students in our PBIS values of
learning and determination via weekly incentive plan and monthly
assemblies.

*Student Life team members facilitate daily motivational small
group activities for target attendance groups.

*The National Elementary Honor Society Chapter at Linden Tree
exemplifies the core values of hard work in learning, individuality
in self-determination, effort, scholarship, and beyond. The student
chapter meets regularly and co-publishes a peer newsletter.

*Use of social media to connect with parents daily to inform them
of student achievements regarding PBIS behaviors. *Teachers will
use Class Dojo (or a similar point system) to track student behavior
in the classroom allowing parents to receive up to the minute
information about successes, struggles, and sharing moments with
parents in the form of videos and pictures. Also, teachers use Class
Dojo point system (or a similar point system) to give students
positive feedback for any skill, such as "working hard" and "being
respectful". Teachers use this point system to provide the
classroom with an incentive either daily, weekly, or monthly.
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Our two School Professional Counselors will highlight our PBIS program during our Sept. 13th family engagement night. Parents will be invited to our monthly PBIS assemblies. Parents will be notified via dojo, newsletters and our website of the current core value. Teachers will promote books that parents can read with their children that promote growth mindset and our PBIS. Our counselors will hold conduct quarterly workshops on social emotional learning. We will also continue to work with our NYC DOE School Mental Health Consultant Natalie Gomez.

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.

Professional School Counselors to address behaviors not consistent with PBIS goals.

Scheduling of monthly SIT meetings to address behavioral issues in a timely manner.

Daily guidance lessons taught by all classroom teachers that focus on the behavior of the month.

Monthly assemblies organized by principal and guidance counselor to celebrate PBIS awards.

Purchasing of books and incentive items that focus on character development education aligned to PBIS curriculum.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>Title III, Immigrant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, 2019 30% increase in Linden Leaves awarded to students who have exhibited positive characteristics of our LINDEN TREE PBIS plan.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

The number of Linden Leaves awarded to students will be tracked monthly by the PBIS team.

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element?</td>
<td>According to ADVANCE observation data during the 2018-2019 school year, 42% of our teachers have received a “Developing or Ineffective” rating for component ‘3c’ engaging students in learning while 41% of our teachers have received a “Developing or Ineffective” rating for component ‘3d’ using assessment in instruction. This data indicates that there is a need for teachers to engage in structured and continuous professional learning communities that are aligned to our instructional focus and builds teacher capacity to improve their practice which will lead to improved student outcomes.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td></td>
</tr>
</tbody>
</table>

#### Part 2 – Annual Goal

| Goal                                                                                       | By June 2019, all teachers will participate in collaborative PLCs that will use the inquiry cycle to develop and implement formative assessment strategies to assess student learning as well as increase student engagement, This will lead to a 40% increase in teachers receiving an Effective or Highly Effective Advance rating in Danielson component 3c ‘Engaging students in learning’ and component 3d, 'Using assessment in Instruction' based on data gathered during Advance observations conducted by administration. |

---
## Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
</tbody>
</table>

- **All teachers** will receive a copy of as well as professional development around the Danielson Framework for Teaching and how it specifically connects to Linden Tree's mission and instructional focus; as well as ways in which they can use the framework as a reflection tool of their practice.

- **Our Peer collaborative teacher** will support teachers through focused coaching, establish a classroom laboratory for inter-visitations, lead ongoing professional development around our instructional focus.

- **Teacher’s** will collaborate with their grade teams as well as vertically with other content specific teachers in Professional Learning Communities to support each other with implementing research based best practices that improve student engagement.

- **ESL, Special Education Coordinator, Peer collaborative teacher** will all facilitate grade level PLC’s to support teachers on using student data to differentiate instruction.

- **Teachers** will receive ongoing professional development on various topics around instruction: planning rigorous instruction, gathering, monitoring and using data to improve student outcomes, providing multiple entry points so that all students have access to learning activities etc.

- **Teachers** will take ownership of their own learning and will have access to "Linden Learns" a school based resource library that will include articles, e-books and videos on research based best practices and ways to improve student learning outcomes through improved student engagement.

- **Teachers** will receive small group differentiated professional development based on self-assessment as well as observed areas of need in regards to assessment, instruction and ways to engage all students.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Sept.-June</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2018-2019</td>
<td>Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Curriculum and Instruction Specialists</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer Collaborative Teacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Sept. -June</th>
<th>Professional development (borough and in-house)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2018-2019</td>
<td>Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Curriculum and Instruction Specialists</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer Collaborative Teacher</td>
</tr>
</tbody>
</table>
• New teachers will attend a New Teacher Institute as well as receive continuous mentoring from veteran teachers who have been trained by the New Teacher Center mentoring program.

• Teachers will engage in inter-visitations and peer coaching as a means of learning from each other the best practices needed to improve their practice.

• Administration will conduct bi-weekly observations with a highlight on component 3c: Engaging students in learning and component 3d: using assessment in instruction and provide teachers with immediate feedback via teachers Google.doc action plans.

• Administration will engage teachers in the observation norming protocol twice a year (Oct. and March). This process will provide teachers the opportunity to gain valuable insight into what effective instruction looks like through the lens of Danielson and provides teachers the opportunity to reflect on and come up with their own feedback based on a specific observation.

| Teachers | Sept.-June 2018-2019 | Administration Teachers |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Every month teachers will host a curriculum event on "Parent Engagement Tuesdays" where they will share upcoming curricula focus and provide parents with materials in order to support their children at home. These monthly dates will be posted on our website as well as in our school calendar. Our parent coordinator will send out monthly invitations to parents to encourage their attendance. In addition, all students will be engaged in student-led conferences during Parent/teacher conferences.

Teachers will also publish units of study on their grades pages on the website with the help of Coach Lopez and the parent coordinator. Ms. Sorhaindo will oversee the implementation.

Teachers will also share classroom stories via DOJ.

*Parents really like this and would love to see it happening!*

### 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.

- Administration, Curriculum and Instruction Specialists, Peer Collaborative Teacher, Grade-Level Teams, Content specific teams

- 'Linden Learns'-school resource bank (articles, videos, ebooks etc.)
- Bronx Field Support and Central professional development opportunities
- Flexibility in scheduling to support inter-visitations
- Danielson Rubric, Google.docs, New Teacher Center resources 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 | || 21st Century Grant | || SIG | || 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 2019, there will be a 20% increase in the number of teachers receiving an effective rating in Danielson components 3c and 3d. All teachers will have attended a full cycle of professional learning, engaged in cycles of inquiry as well as received feedback from Administration on both formal and informal observations.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

In February 2019, we will review progress in our ADVANCE system towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Part 5c.** In **February 2019**, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

According to the findings of this year’s two PPO reports, the leadership team at Linden Tree was successful in creating a culture of learning that communicates high expectations and fosters positive attitudes built on trust. In addition, administration was effective in using observation of classroom teaching and the analysis of learning outcomes to develop teacher pedagogy from a coherent set of beliefs about how students learn best.

Our positive school culture is maintained through the continued incorporation of PBIS systems to ensure that students are nurtured and supported in all areas of development including academically, emotionally and socially. Our Student Life and our PBIS will raise the level of financial literacy and college and career capable by incorporating our new “Linden Leaves” program. This will ensure that children understand the value behind working at their greatest potential. In addition, we believe in a Restorative Justice approach to discipline so that students not only understand when they make a poor choice, but also how to give back to the community in which they are a part.

Our ongoing professional development for teachers has a STEM focus this year providing professional development for teachers to fully understand how to integrate Science, Technology, Engineering and Mathematics. By informing the teachers and including project-based stem assignments, we believe the children will become more engaged and excited about learning.

In response to our areas for Next Steps as outlined on the PPO report, we are focusing on strengthening Teacher Leadership capacity. We are building leadership by enabling and encouraging teachers to take on roles such as Peer Collaborative Teacher, "Curriculum Development Specialist", STEM Coach, Mentors, Data Engineer, Early Childhood Specialist, Child Life Coach (Dean). In addition, we are adopting the Professional Learning Community framework to give teachers opportunities to lead professional development activities through the analysis of student learning. We also plan to provide the staff with opportunities to communicate in surveys three times a year so that they have a voice in any new initiatives or issues that may arise.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June, 2019, data collected through NYCDOE School Surveys completed by teachers will show that 85% teacher responses affirm that school leadership is instrumental in development of teacher leadership opportunities and the school-wide initiatives have supported the building of teacher leadership capacity.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Sept-June 2018-2019</td>
<td>Administration, Guidance, Teachers</td>
</tr>
</tbody>
</table>

Administrative team will coordinate teacher led PD on specific areas of school focus including the use of data, development of curriculum, STEM lessons and assessments, Student Life (focus around student development) Early Childhood development, Differentiated Instructional support by our IEP coordinator and ENL systems and support led by our ENL coordinator. -- These PD sessions will be teacher led and organized to include hands-on training and information in order to be implemented by all staff members.

Administrative team will coordinate teacher's attendance at district led and outside professional development meetings targeting relevant areas to further teacher ability to engage all students including ELL and SWD.

Administrative team will review data gathered from tri-annual teacher and parent Surveys in order to better support teachers in their work with students.

Administrative team will adjust scheduling so that teachers can meet weekly to examine evidence of student learning and devise feedback that will support students in achieving at higher levels.

Administrative team will create book clubs around professional learning books that focus on engaging students in effective teaching and formative assessment.
● Weekly meetings around "Student Life" to include guidance counselor, dean, and administration and grade level team members in order to evaluate student success in instruction, social, emotional, financial literacy, and restorative practices. During these meetings the entire team will establish protocols and next steps in order for a collaborative approach in successfully supporting all students.

● IEP Coordinator works with all the teachers to provide strategies and additional support for students who learn differently and require alternate methods of support in all areas.

● ENL Coordinator works with all teachers to provide language structures to ensure ELL students are receiving the additional supports they need.

Parents are provided with student learning data and provided with specific ways to support the learning at home.

Administrative team will organize parent workshops to help parents gain a clearer understanding of; CCLS Assessments in Math and ELA, Homework Help, as well as ways to support student who are struggling to achieve grade level standards.

Parents will receive updates on student progress regularly through interim progress reports, report cards and daily access to online behavior tool Dojo.

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.

<table>
<thead>
<tr>
<th>3b – Parent and Family Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.</td>
</tr>
<tr>
<td>Our school will engage families and promote parent leadership by inviting all parents to attend LINC NYC.</td>
</tr>
<tr>
<td><strong>Parent LINC Workshops</strong> provide support for the families of emerging readers. Wanting your child to succeed in school is almost universal; having the skills to attain that goal is not. Through meetings, short presentations and multi-session workshops, LINC provides clear instruction and resource materials, including appropriate books to assist parents in developing home libraries and the habit of daily reading. All communication is provided in an accessible, multi-lingual format for parents who do not speak English or read fluently themselves.</td>
</tr>
<tr>
<td><strong>Teachers will select parents to attend VIP (Very Involved Parent Academy)</strong> – Trains parents to be peer advocates by planning and executing their own reading activities in their neighborhoods.</td>
</tr>
</tbody>
</table>
### 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 The Leader in Me, Learning by Doing, various 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.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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 2019, 80% of teachers will have filled out two survey monkeys in order to share input on the effectiveness of school leadership in creating the desired school climate and culture as well as progress of school initiatives.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Survey Monkey, teacher feedback, meeting correspondence.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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 in parental participation, as indicated by attendance at our school wide celebrations, Family Fun Nights, parent teacher nights and other school curriculum events. This year we will focus our efforts in strengthening the home school connection by emphasizing and developing our community partnerships, Linden Learning Partners, Tuesday parent engagement time and parent teacher conferences to reach out to our parents with timely information and support in order to improve student achievement.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, there will be a 50% increase in active partnership between parents and staff of Linden Tree as measured by parent attendance at Tuesday Parent Workshops and parent teacher conferences.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Parents</td>
<td>Sept-June 2018-2019</td>
<td>Teachers, Administration</td>
</tr>
</tbody>
</table>

**Correspondence:** Parents will receive weekly information on what is happening in the classroom in the various ways: letters (in multiple languages), website (including a monthly blog from principal) e - newsletters from each grade level, PC workshops, Classroom DOJ, weekly phone and email blast, daily interaction at arrival and dismissal, Tuesday appointments whenever necessary. Teachers will keep a "Tuesday Parent Engagement" activity log. Special outreach will be made during "TPE" to parents who are not normally at student pick up.

**Teacher/Parent Engagement:** Each month there are workshops conducted by teachers and the parent coordinator with relevant information for parents, topics include: Project Base Learning, magnet theme units, Preparing for Parent/Teacher Conferences, What is Important to Know about State Testing, College and Career Readiness, How to help your child in Pre-K, How to help your child with Homework, and this year we are adding - How to Choose the Right Middle School - hosted by our guidance counselor. Teachers will take the opportunity during "Super Tuesdays" to invite parents in for classroom visits where they will show parents specifically what students are learning in literacy, math and content.

Parents will be invited in the Fall and in the Spring to do a "School Climate Walk". The day will start with a parent breakfast with the Principal, AP and PC explaining the school's mission and instructional focus. Parents will be given a checklist of what to look for in a classroom and then will be break up into groups led bt the Principal, AP and PC. Parents and Admin will regroup again after the walk to report on their classroom observations.

**Activities:** Parents are invited into school for the following yearly activities: Breast Cancer Walk, Cookshop, Linc NYC, parent
academy, Town Hall Safety Campus Pot Luck Dinner, Cooking with Math, Family Fitness Nights, NYC Public Library, Cultural Appreciation and Person of Encouragement Day, Monthly Student Award Assemblies

Family Fun Nights are hosted monthly by the PTA and include student friendly activities that are open to the community such as: movie nights, pot-luck dinners, dances, gym night, carnivals, etc.

**Open Door Policy** – All parents have access to all Linden Tree personnel.

**Outreach** – Guidance offers community supports to any family in need of additional resources and programs.

**PTA** – Monthly meetings to include student work and performances, refreshments and pertinent school and community information

To strengthen teacher parent partnership in our PTA, we are inviting parents to join grade committees where teachers and parents will meet on a monthly basis to discuss their shared dreams and goals for students, curriculum and plan a family event.

**Celebrations and Curriculum Events** – Various times throughout the year, teachers invite parents to be part of the celebration of their child’s learning

We offer Math Nights and other after school curriculum events throughout the school year in which we share learning activities so parents are part of the CCLS standards and learning of their children.

Tailored workshops based on identified student need will support parents of various student populations such as: those with IEPs and ESL students.Sep

<table>
<thead>
<tr>
<th>Parents</th>
<th>Sept. 2018-June 2019</th>
<th>Administration, Learning Leader Personnel</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Parents</th>
<th>Sept-June 2018-2019</th>
<th>All Linden Tree Staff</th>
</tr>
</thead>
</table>
3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Linden Tree will continue to develop its Community Based Organizations and partnerships that support family and community engagement in 2018/2019. We will continue our partnership with Ultimate Enrichment which provides after school enrichment for PreK thru 5th grade students at Linden Tree. We will continue our partnership with Cool Culture which provides New York’s most diverse families with preschool kindergarten aged children have access to arts and culture as a way to increase literacy and learning in early childhood and to prepare children to succeed in school. The Parent Coordinator will once again act as the Cultural Family Liaison promoting and administrating the program. Our school will also partner with Power My Learning which works with schools to engage parents in their children’s education and to extend learning beyond the classroom walls. Family Engagement services include family workshops and learning events, as well as support for school staff in engaging with families throughout the year. Programs are based on our school’s needs, with the objective of building the capacity of both our school and our families to support student learning.

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.

This year we allocated funds to purchase Cool Culture, Power My Learning and materials needed to implement our parent academy "Linden Learning Partners".

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

           | C4E       | 21st Century Grant | SIG        | PTA Funded      | In Kind           | Other                |
|-------|-----------|---------------------|------------|-----------------|-------------------|----------------------|
| ⊗    | ⊗         | ⊗                   | ⊗          | X               |                   |                      |

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, 2019, there will be a 20% increase of parent participation in activities such as PTA Meetings, class celebrations, school performances workshops and curriculum events.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

This will be measured by sign in sheets and by the Parent Surveys.

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Students not meeting benchmark reading and writing levels as evidenced from F &amp; P grade level expectations and NYC Performance Tasks</td>
<td>Research-based programs such as: Fundations, SPIRE, Myon, Handwriting without Tears, and Leveled Literacy Intervention Guided reading Shared reading Interactive writing Independent reading/writing Tutoring at-risk students</td>
<td>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</td>
<td>During the school day Before and after school</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students not meeting math benchmark expectations as evidenced by the math performance task and Engage monthly examinations</td>
<td>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</td>
<td>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).</td>
<td>During the School Day</td>
</tr>
<tr>
<td>Science</td>
<td>Students not meeting Science expectations as evidenced by rubrics created from NY State Science standard</td>
<td>~STEM projects</td>
<td>Whole class/small groups</td>
<td>During the school day</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>--------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>~Research-based hands-on program aligned with the Common Core and Next Generation Science Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>~Centers and hands-on activities based on multiple learning styles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>~Guided groups for teacher instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students not meeting SS expectations as evidenced by rubrics created from NYC and State SS standards</td>
<td>Text-based and hands-on program aligned to NY city and state standards</td>
<td>Whole class/small groups</td>
<td>During the School Day</td>
</tr>
<tr>
<td></td>
<td>~Centers and hands-on activities based on multiple learning styles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>~Guided groups for teacher instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Students with IEPs or students who have emotional difficulty based on various situations</td>
<td>Bi-monthly meetings with all staff members to discuss at-risk children</td>
<td>Staff meetings, Individual meetings with teaching staff and families</td>
<td>During school day or after school to accommodate families if necessary</td>
</tr>
<tr>
<td></td>
<td>~Bi-monthly SIT (PBIS) team to develop and discuss strategies and interventions for at-risk students run by guidance counselor and IEP teacher</td>
<td>~Weekly counseling sessions to discuss choices and appropriate behaviors</td>
<td>~One-on-one with children and/or family when necessary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>~Family outreach when necessary</td>
<td>~Individual and Small group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   | To date we have 341 students, 35 who in a 'doubled up' capacity and 15 who reside in Shelters. |

2. Please describe the services you are planning to provide to the STH population.

   We invite these families to come and meet with our parent coordinator, guidance counselor and principal. We offer support in various ways: if families need outside services, our guidance counselor makes calls and makes references for outside counseling, financial support, parenting help, emotional support, etc.

   Each of these families receive 5 uniforms that include short-sleeved shirts, long-sleeved shirts and sweat pants. We also provide school supplies so that there are no out-of-pocket expenses. If there are families in crisis, the entire staff bans together and offers any additional support needed by these families. We have collected for food, found job information, arranged for bussing or family pick-up services.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   | we are a title 1 school |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an **STH liaison**.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: 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.

Recruitment for staff begins in January. Once postings are developed, potential staff members are interviewed by a hiring committee made up of administration, teachers, and parents who use a common rubric for evaluating each candidate's appropriateness.

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. In addition, prior to the start of school, all staff attend a retreat where we revisit our mission and vision statements so that each voice is part of the fabric of the school. Here we also arrange time for team building and getting to know one another so that we can build a collaborative culture in which there is a camaraderie going into the school year.

By September, all new staff members are assigned a mentor that they meet with on a weekly basis. This year we are part of the district New Teacher Mentor Program where two veteran teachers were selected to mentor all incoming new members. Mentors visit with new teachers both during and outside of class time to provide feedback on classroom environment, lesson planning, lesson execution, student engagement and learning, 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.

To support and prepare our new teachers; we have established the Linden Tree New Teacher Institute where our new and second year teachers learn about the operational and instructional expectations at Linden Tree. This institute will be led by Administration and the curriculum and instruction specialists. Topics include: Instructional foci, Danielson framework, grade level meeting expectations, tour of facilities, PBIS program etc.

To support the development and retention of highly effective teachers and instructional practices, teachers are provided with meaningful opportunities for leadership that are challenging, yet enriching; such as curriculum planning, new teacher mentoring, academic coaching, technology integration and professional development leadership. Collaboration is cultivated amongst teachers where teachers are part of professional learning communities. Time is given to collaborate, reflect, and develop plans to elevate their teaching practice. An effective
strategy implemented toward retaining teachers has been through soliciting teacher feedback and utilizing it in decision making on school wide initiatives.

Teachers meet daily on an informal basis. Meeting topics include: curriculum development, training on specific curricular materials, school wide focus, pedagogical practice, student assessments, looking at evidence of student learning and using data analysis to inform instruction. In addition, all teachers will participate in a Professional Learning Community designed to engage teachers in the instructional inquiry cycle. This framework will allow for teacher collaboration around best practices that will address specific learning needs of students that have been identified through the careful analysis of student work using common assessments and normed rubrics.

The professional development plan was created by our PD team. The plan focuses around our 2017-18 school wide instructional focus of: If students are cognitively engaged in learning activities and aware of how they are being assessed, and if parents are actively involved in supporting their children, then students will work at their capacity and continue to show improved outcomes. Teachers are provided both in-house and off-site opportunities to extend their learning and professional knowledge in this area of focus.

### 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).

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.

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.

| N/A |

#### 3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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 Fountal & Pinnell, and TC assessments in order to determine their reading strengths and abilities. We also use assessments from Fundations, 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 codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Column A Verify with an (X)</td>
</tr>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>303,936</td>
<td>x</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------</td>
<td>---------</td>
<td>---</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>14,798</td>
<td>x</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2,695,044</td>
<td>x</td>
</tr>
</tbody>
</table>

**Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Linden Tree] will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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., ESSA/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 ESSA;
Encouraging School-Level Parental Involvement

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)

School-Parent Compact (SPC) Template

Linden Tree, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum
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 Elementary and Secondary Education Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

---

### I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th></th>
<th>DBN:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>☒ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
<td></td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>☐</td>
<td>After school</td>
<td>☒</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades to be served by this program (check all that apply):</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ K</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☒ 3</td>
<td>☐ 4</td>
<td>☒ 5</td>
<td>☐ 6</td>
<td>☐ 7</td>
<td>☐ 8</td>
<td>☐ 9</td>
<td>☐ 10</td>
<td>☐ 11</td>
<td>☐ 12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total # of teachers in this program:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ # of certified ESL/Bilingual teachers:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ # of content area teachers:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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: 

11x567 had 118 students who took the NYSESLAT in 2018. Based on this data from the assessment, we identified that students across all of the grades would benefit from additional support outside of the mandated school day time. In order to identify the students who would receive this after school support, we first looked at proficiency levels, determined target modalities, and finally we reached out to the families to invite students. From there, we added on students as necessary to reach our target number of 45 students. We targeted third through fifth grade in order to provide students with extra support who were in, or soon to be in, testing grades. All of the students selected will benefit strongly from this language rich program. As such PS 567 will offer an after school program that will begin October 3rd and end March 28th. The total number of sessions will be 44. The program will be from 2:30 until 4:00. There will be three certified teachers; one is certified in ENL, and the other two in general education and special education. The school will use other funding sources to compliment the cost of the Title III program. None of the students being served are SIFE nor are they long term ELLs. The language of instruction will be solely English, with native language support such as bilingual dictionaries and glossaries as well as the implementation of the student body system. Students come from a variety of language backgrounds (Spanish, Urdu, Arabic, Vietnamese, Chinese, and Bengali). As this is an extension of our school's ENL program, we will be delivering instruction in English to meet the needs of all of the students. Student attendance is taken daily and entered into a Google document for record keeping. If a student has continuous poor attendance (three or more absences) we will reach out to the parent, with a translator if necessary, to identify what is causing this. Depending on this meeting we will remove this student and replace them with another or give one more chance for the student to boost his attendance in the program. We feel it is necessary to have such a serious attendance policy because attending the program is not mandated and we have a large population of ELLs, all of whom could benefit from the opportunity. All records pertaining to the Title III program will be kept in the school's Title III binder as well as kept electronically in the Title III Google Drive. Instruction will be differentiated in two ways. First, the students will be split into groups to reduce the size of the total group based on their grade level. Within these groups, the students will be split into small working groups by proficiency level so that instruction can be differentiated with that specific level in mind. This will allow the teacher to work with the students in areas that directly support their English language needs as well as their classroom work in the different content areas. The language of instruction for this program will be English, with native language support. Students will receive assistance with vocabulary and concept development based on their content areas and ELA curriculum. Teachers will also pinpoint specific English language vocabulary or concept needs and design mini lessons based on these concepts when necessary. Materials used will be student's class work, laptops and iPads, Imagine Learning, Brain Pop, Finish Line for ELLs, and scholastic news. Many of these resources are at no cost to Title III, the school will supplement the difference.
### 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: ______

The professional development program for Title III Program teachers consists of bi-monthly team meetings. These meetings will allow teachers to have the opportunity to bring up students or student groups of concern. It will also allow them to brainstorm lessons with their colleagues and evaluate how the instruction is going. Teachers will use Imagine Learning data to track student progress and can use this time to evaluate data. When the ENL Coordinator attends out of building trainings or seminars, she will turn key that information to the other after school program teacher as well as other classroom teachers responsible for educating ELLs. The grade level PLC meetings will occur every other Wednesday during mutual prep time. This component is at no cost to the Title III program. There will be a total of approximately 40 sessions. There will be procedural note keeping for these meetings and the notes will be recorded in a google document. Additionally, the teacher team will share a google drive file in which to share information about the program most efficiently. Overall, the PD will positively impact the progress of ELLs because it is a structured process in which the teachers analyze and discuss the growth (or non-growth) of the students in the program. Through this open communication and sharing of ideas and resources, as is the norm for a PLC, the instruction that happens within the after school program will be strong and targeted. All teachers will also be grouped by grade band and receive professional development related to ELLs during Monday PD time. Some PD topics will be an overview of the ELL levels, mandated testing, and the numbers and languages in our school, bilingual and translation resources, ways to use Imagine Learning in the classroom, what to do when you get a newcomer in your class, ways to scaffold for your ELLs, and an overview of NYSESLAT compared to the ELA.

### 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: ______

Parents of ELLs are invited to attend monthly parent engagement seminars. These will occur on Tuesdays after school from approximately 2:30-3:15. The seminar topics will vary, and consist of topics such as; using Imagine Learning or other apps at home, reviewing summer work folders, reviewing newcomer folders, reviewing an ENL parent handbook, resources in our community, and homework help. Our school has decided that this will be an effective way to reach parents and provide them with the help they may be interested in. The providers of the seminar will be both ENL and classroom teachers, as the parents will be grouped by grade level.
Part D: Parental Engagement Activities

Another way we engage parents is through our monthly family fun nights. All families are invited to these in advance at which the parents (and students) have an opportunity to participate in educational and fun activities.

We are also hoping to begin a sort of Saturday Social. This would happen quarterly and parents would be invited in to share a meal together and then break out into workshops that focus on topics such as ELA, math, or ENL help.

In general, parent workshop topics are chosen in a few ways. One way is through a selection form that goes home at the beginning of the year. This form gives parents the opportunity to identify one or more topics from which they think they could benefit from additional guidance in. (Examples of topics are; homework help, what do state tests look like, how to help my child learn to read, etc.) Another way we identify the needs of parents is at the parent teacher conference nights. Based on the turn out, types of questions asked, etc. teachers work together in after school meetings to identify additional topics that may be beneficial for the parents.

In order to ensure that parents of Title III students as well as parents of ELLs will participate in these activities, we use an App called "Remind". This program allows us to send messages out to groups of people in their language of choice. Research has shown that texting is the most efficient way of communicating with parents and ensuring that they see the message.

Additionally, we constantly remind parents of upcoming events both verbally, and with signs and notices. We also make a point to remind parents who out point people on staff are who speak additional languages to whom they could go to with questions or more information. We also use classroom Dojo and find it to be very effective in sharing messages with families.

Again, in order to maintain records of these meetings there will be a google document established. This will contain information about meeting times, days, and topics, as well as the attendees.

In order to keep track of which language parents need information delivered in, the ENL Coordinator maintains a document that contains this information grouped by grade.

In order to communicate with parents, we have a few different methods. On our school staff we have people who speak Arabic and Spanish. In order to accommodate the additional languages, we use the over the phone translation program provided by the DOE. When sending forms home, we use online translation services. We also are beginning to make use of the "Remind" App, which texts or emails parents in their preferred languages any pertinent information from the school that we wish to send out. This will most likely be the most effective means of communication from the parents, according to research.

In order to keep track of which language parents need information delivered in, the ENL Coordinator maintains a document that contains this information grouped by grade.
For schools not conceptually consolidated only. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Bronx</td>
<td>567</td>
</tr>
</tbody>
</table>

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**: Mary Schmidt
- **Coach**: Rolando Lopez
- **ENL (English as a New Language)/Bilingual Teacher**: Laramie Kennedy
- **School Counselor**: Sandra Perez
- **Teacher/Subject Area**: Amanda Verdon
- **Parent**: Mayrovy DeLeon
- **Teacher/Subject Area**: Dana Gilfeather
- **Parent Coordinator**: Allison Walsh
- **Related-Service Provider**: Marilyn Alvarado
- **Field Support Center Staff Member**: Michelle Bugay
- **Superintendent**: Meisha Ross Porter
- **Other (Name and Title)**: Other

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 | 2 |
| Number of certified bilingual teachers not 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 not 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) | 382 |
| Total number of ELLs | 123 |
| ELLs as share of total student population (%) | 32.20% |

2018-19 CEP
**Part II: ELL Demographics**

**A. ELL Programs**

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   In order to meet the needs of our ELL learners, we begin with formal and informal assessments. These include the NYSITELL, TCRWP 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 of Kindergarten through fifth grade. Based on TCRWP Running Record scores, our data for the entire school breaks down as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>26%</td>
<td>46%</td>
<td>26%</td>
<td>46%</td>
<td>31%</td>
<td>50%</td>
<td>31%</td>
<td>49%</td>
<td>32%</td>
<td>32%</td>
<td>21%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>33%</td>
<td>37%</td>
</tr>
<tr>
<td>1st</td>
<td></td>
<td></td>
<td>13%</td>
<td>46%</td>
<td>15%</td>
<td>31%</td>
<td>15%</td>
<td>31%</td>
<td>15%</td>
<td>31%</td>
<td>13%</td>
<td>46%</td>
<td>15%</td>
<td>31%</td>
<td>15%</td>
<td>31%</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
<td>38%</td>
<td>35%</td>
<td>23%</td>
<td>17%</td>
<td>23%</td>
<td>17%</td>
<td>23%</td>
<td>17%</td>
<td>38%</td>
<td>35%</td>
<td>23%</td>
<td>17%</td>
<td>23%</td>
<td>17%</td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td></td>
<td>38%</td>
<td>35%</td>
<td>23%</td>
<td>17%</td>
<td>23%</td>
<td>17%</td>
<td>23%</td>
<td>17%</td>
<td>38%</td>
<td>35%</td>
<td>23%</td>
<td>17%</td>
<td>23%</td>
<td>17%</td>
</tr>
<tr>
<td>4th</td>
<td></td>
<td></td>
<td>38%</td>
<td>35%</td>
<td>23%</td>
<td>17%</td>
<td>23%</td>
<td>17%</td>
<td>23%</td>
<td>17%</td>
<td>38%</td>
<td>35%</td>
<td>23%</td>
<td>17%</td>
<td>23%</td>
<td>17%</td>
</tr>
<tr>
<td>5th</td>
<td></td>
<td></td>
<td>38%</td>
<td>35%</td>
<td>23%</td>
<td>17%</td>
<td>23%</td>
<td>17%</td>
<td>23%</td>
<td>17%</td>
<td>38%</td>
<td>35%</td>
<td>23%</td>
<td>17%</td>
<td>23%</td>
<td>17%</td>
</tr>
</tbody>
</table>

2018-19 CEP 57
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 ENL teacher to help ELLs access higher-level and content-specific vocabulary. The ENL teachers will also support the classroom teachers in order to implement scaffolds and support in order to help the ELLs achieve higher fluency.

2. What structures do you have in place to support this effort?
   Our ENL teachers work closely with the classroom teachers in order to look at student work and determine what structures are currently working. We follow a grade band system where the ENL teachers work with either K-2 or 3-5 in order to be able to truly focus on the needs or certain grades. By working closely with teachers and evaluating the results the students have on assessments in place, the ENL teachers are able to determine what additional scaffolds need to be implemented. The ENL teachers also look at the previous year’s NYSESLAT data in order to determine which modality has consistently been low and therefore require a goal to be set for the upcoming year.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   We have set clear goals for our ELL students in our CEP. We use very specific data to evaluate the success of our programs, through both informal and formal assessments. Some examples of these are the TCRWP running records, as well as pre and post unit writing samples. As indicated before, the NYSESLAT data confirms that our program is successful. Our expanding level ELLs have shown significant improvement in Reading and Writing proficiency.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Once interventions have implemented and evaluated, we meet after a period of approximately 8 weeks to assess whether or not they have been successful and if not, to determine what steps should be taken next. The ENL teachers meet regularly in order to formulate evaluations of the systems and to determine if the current instructional practices are most effective. In the previous school year, our school also adopted Professional Learning Communities (PLCs) during our Monday professional development time. We use these as another method of evaluating out instructional practices and making research based decisions to determine if we have been successful or need to make changes.

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS).]
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 entering level all the way to expanding, and all of our advanced students were also proficient in one or more modalities. Classroom teachers, as well as our ENL teachers, 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 academic language focus, etc.) that helped last year’s students progress in order to attain the same success with our new and entering level students this year.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Our ENL teachers meet regularly to evaluate the progress of the ELLs. Our ENL teachers have also begun implementing student portfolios which focus on the four modalities of language. Through the use of these portfolios in combination with regular meetings with the classroom teacher in order to evaluate not only language development but content development as well, we are able to disseminate our findings and make adjustments to our program.

### Part IV: ELL Programming

#### 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 ENL 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 ENL instruction with the licensed ENL teacher 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 ENL instruction with the licensed ENL teacher and they participate in math and ELA groups with peers who have similar literacy levels and needs. The ENL 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.

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 both our classroom and ENL teachers help students attach the correct language to these concepts. Teachers use the CCLS in order to design instruction and the ENL teachers work 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 entering and emerging ELL’s also receive help from a push-in ENL teacher during this time. The ENL 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, Arabic, and Bengali speaking staff members, as these are our 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 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 ENL 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 ENL Coordinator will work with the classroom teachers to identify the best ways to support the students with their language development. The ENL teacher 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 ENL teacher 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 ENL 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 homogeneous groupings within their classroom. The ENL teacher 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 ENL 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 ENL 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 ENL teacher will also continue to plan with the classroom teacher in order to provide
At Linden Tree, we plan to expose the children to the regular curriculum as much as possible and we will offer ENL 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 hindrance.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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.

7. 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.

8. 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 ENL strategies. In language arts, all of our groups utilize Wilson Fundations to teach phonics, and the ENL 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 ENL 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 ENL pedagogue within their language arts and mathematics blocks. They also receive services from an ENL push-in teacher during their interdisciplinary core content time.

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

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

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.
9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Based on trends, we have hired a second full-time ENL teacher in order to fully support our growing population of ELLs. We have also decided to break apart the ENL case load into grade bands. By placing one ENL teacher with grades K-2 and the other with 3-5, we feel the ENL teacher will be able to build a full competency with the grade band as well as a comfort and certain level of expectancy with the teacher as well as the students as far or their needs and curriculum demands.

10. If you had a bilingual program, what was the reason you closed it?

N/A

11. 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, alongside our native English speakers. We also have a variety of extra programs, such as drama and music which come into our school and work with the student body in order to expand their knowledge and evaluation. As a school who has regularly received the Title III grant, we have also created a supplemental program which takes place two days a week after school in order to support our ELLs. We also offer a four-week ENL summer enrichment program which is designed to help prepare ELLs for the academic demands of the following grade as well as to help prevent the summer lag where students often spend their time speaking in their native language.

12. 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.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Our Freestanding ENL 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 family fun nights are attended by students from all language backgrounds.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

By allowing students to receive the appropriate instructional time, per CR-154, from the ENL teacher, we ensure that the ELLs receive the appropriate services and resources. Students are placed in their grade according to age, therefore they are with peers who share their level of maturity. By allowing the ENL teachers to focus on a specific grade level band, we feel the students are also receiving grade appropriate content as the teachers work closely to implement the curriculum along with appropriate scaffolds.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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. 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, hosted by our ENL teachers, to help prepare new parents and answer their questions. At these meetings, our Spanish and Arabic-speaking staff members help translate as necessary. We also use the language line to assist other parents as needed. In addition, we send home any materials in multiple languages.

17. What language electives are offered to ELLs?
N/A

18. 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)?

N/A

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 and non-pedagogic staff.) 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?

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, 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. This past year our district provided ENL professional development to a cohort of ENL coordinators. The coordinator then turn keyed this information to the staff during monthly grade level meetings, ensuring ENL strategies are embedded within our instruction. All common branches teachers receive PD on a daily basis with the instructional coach who, in turn, provides ENL strategy support. ENL concerns are addressed as needed.

2. 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 ENL Coordinator. These trainings will occur monthly during our required PD time. The following is a list of topics that will be addressed each month. The ENL 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. In order to document this, we use Google docs and share all documents with any staff member in attendance during a specific meeting.

In addition, as per CR part 154, the ENL teachers are required to receive 50% of their 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.

**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 ENL 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 ENL 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. 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 Coordinator 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. Parents are invited to attend 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 ENL Coordinator work together to identify the needs and interests of the ELL parents.

**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.

N/A
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Lisa Debonis, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).

2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.

3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.

4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.

5. Student is administered the NYSITELL, if eligible.

6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.

7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.

8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.

9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.

10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.

11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).

12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa DeBonis</td>
<td>Principal</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Jaime Sorhaindo</td>
<td>Assistant Principal</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Allison Walsh</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Laramie Kennedy</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Mayrovy DeLeon</td>
<td>Parent</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Dana Gilfeather</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Amanda Verdon</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Mary Schmidt</td>
<td>Coach</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Rolando Lopez</td>
<td>Coach</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Sandra Perez</td>
<td>School Counselor</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Jeremy Kabinoff</td>
<td>Superintendent</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Michelle Bugay</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Marilyn Alvarado</td>
<td>Other IEP Coordinator</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Leah Wekerle</td>
<td>Other teacher</td>
<td></td>
<td>10/1/18</td>
</tr>
<tr>
<td>Victoria Silvestri</td>
<td>Other teacher</td>
<td></td>
<td>10/1/18</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 11x567  School Name: Linden Tree Elementary  Superintendent: Meisha Ross Por

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laramie</td>
<td>Kennedy</td>
<td>ENL Coordinator</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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 home languages:

Bengali

Spanish
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 Arabic. Our Bangladeshi, Urdu, and Pashto 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>295</td>
<td>67.51</td>
<td>293</td>
<td>67.05</td>
</tr>
<tr>
<td>Bengali</td>
<td>18</td>
<td>4.12</td>
<td>20</td>
<td>4.58</td>
</tr>
<tr>
<td>Spanish</td>
<td>108</td>
<td>24.71</td>
<td>108</td>
<td>24.71</td>
</tr>
<tr>
<td>Urdu</td>
<td>5</td>
<td>1.14</td>
<td>4</td>
<td>.92</td>
</tr>
<tr>
<td>Pashto</td>
<td>2</td>
<td>.46</td>
<td>2</td>
<td>.46</td>
</tr>
<tr>
<td>Tagalog</td>
<td>2</td>
<td>.46</td>
<td>2</td>
<td>.46</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>3</td>
<td>.69</td>
<td>3</td>
<td>.69</td>
</tr>
<tr>
<td>Chinese</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arabic</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Russian</td>
<td>4</td>
<td>.92</td>
<td>4</td>
<td>.92</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.
### Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsletters</td>
<td>monthly</td>
<td>We use google translate sometimes. We also plan in advance whenever possible to get documents translated by the DOE translations department.</td>
</tr>
<tr>
<td>Progress Reports and Report Cards</td>
<td>Quarterly</td>
<td>We use google translate sometimes. We also plan in advance whenever possible to get documents translated by the DOE translations department.</td>
</tr>
<tr>
<td>Calendars</td>
<td>monthly</td>
<td>We use google translate sometimes. We also plan in advance whenever possible to get documents translated by the DOE translations department.</td>
</tr>
<tr>
<td>parent-teacher correspondence</td>
<td>occasionally</td>
<td>We use google translate sometimes. We also plan in advance whenever possible to get documents translated by the DOE translations department.</td>
</tr>
<tr>
<td>After school information</td>
<td>September then occasionally</td>
<td>We use google translate sometimes. We also plan in advance whenever possible to get documents translated by the DOE translations department.</td>
</tr>
<tr>
<td>Upcoming and Important Events</td>
<td>monthly</td>
<td>We use google translate sometimes. We also plan in advance whenever possible to get documents translated by the DOE translations department.</td>
</tr>
<tr>
<td>Trip information</td>
<td>monthly</td>
<td>We use google translate sometimes. We also plan in advance whenever possible to get documents translated by the DOE translations department.</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Nights</td>
<td>September</td>
<td>We use staff that we have on hand who speak our main languages; Arabic, and Spanish. For our other, less common languages we use an over the phone interpreter or hire an interpreter to come in.</td>
</tr>
<tr>
<td>parent teacher conferences</td>
<td>November and March</td>
<td>We use staff that we have on hand who speak our main languages; Arabic, and Spanish. For our other, less common languages we use an over the phone interpreter or hire an interpreter to come in.</td>
</tr>
<tr>
<td>parent workshops</td>
<td>monthly</td>
<td>We use staff that we have on hand who speak our main languages; Arabic, and Spanish. For our other, less common languages we use an over the phone interpreter or hire an interpreter to come in.</td>
</tr>
<tr>
<td>meetings regarding behavioral or academic concerns</td>
<td>occasionally</td>
<td>We use staff that we have on hand who speak our main languages; Arabic, and Spanish. For our other, less common languages we use an over the phone interpreter or hire an interpreter to come in.</td>
</tr>
<tr>
<td>IEP Meetings</td>
<td>occasionally</td>
<td>We use staff that we have on hand who speak our main languages; Arabic, and Spanish. For our other, less common languages we use an over the phone interpreter or hire an interpreter to come in.</td>
</tr>
<tr>
<td>Annual ELL parent meetings</td>
<td>September and/or May</td>
<td>We use staff that we have on hand who speak our main languages; Arabic, and Spanish. For our other, less common languages we use an over the phone interpreter or hire an interpreter to come in.</td>
</tr>
<tr>
<td>Meetings regarding program changes</td>
<td>occasionally</td>
<td>We use staff that we have on hand who speak our main languages; Arabic, and Spanish. For our other, less common languages we use an over the phone interpreter or hire an interpreter to come in.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
We use phone blasts and our classroom messaging program; Class DOJ

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor's Regulation A-663 and what resources are available to meet compliance.

We ensure that all staff members are aware of the goal of Chancellor's Regulation A-663 in a few different ways. Our ENL coordinator meets with the classroom teachers monthly. During these meetings, she will emphasize the importance of using google translate or other services to ensure that LEP parents are receiving pertinent school information in their preferred language. We will also work with the office staff and parent coordinator to ensure that notices sent out continue to be available to parents in their preferred languages.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

We fulfill Section VII of Chancellor's Regulation A-663, regarding parental requirements for translation and interpretation services. We send 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. During parent engagement events, we strive to involve all families by securing staff or making connections for families to ensure that there is someone available to interpret for all languages that we think may be present or necessary at a given event. During our various events, we help encourages connections between families who are from the same background in order to encourage collaboration.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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 meetings) with all of our families to ensure they are receiving and obtaining the necessary information. Our parent coordinator 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, Bengali 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. Our ENL coordinator also meets with parents regularly and makes herself available whenever parents have questions or concerns. We strive to use available interpreters or interpreting services in order to ensure that all parents feel they have a place in our school.