



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: TEACHERS COLLEGE COMMUNITY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 05M517

PRINCIPAL: JEANENE WORRELL-BREEDEN EMAIL: JWorrel@schools.nyc.gov

SUPERINTENDENT: GALE REEVES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jeanene Worrell-Breeden	*Principal/ Staff	
Marie Sarabia	*UFT Chapter Leader/ Staff	
Tiffany Ellis Butts	*PA/PTA President or Designated Co-President/ Parent	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Judith Insell	CBO Representative	
Nancy Streim	CBO Representative	
Alexandra Espinosa	Member/ Staff	
Sheree Raho	Member/ Staff	
Margaret Maldonado	Member/ Staff	
Jennifer Bomwell	Member/ Parent	
Shawana Kemp	Member/ Parent	
Rick Nacius	Member/ Parent	
Tiffany Houck-Loomis	Member/ Parent	

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2013, 80% of our students will achieve standard in their initial language of literacy, the English Language Arts Common Core Standards in Reading Foundational Skills as measured by Teachers College AssessmentPro.

Comprehensive needs assessment

Teachers College Community School (TCCS) is a new school that opened in September 2011 with only kindergarten students. Therefore, there are no long-term trends to assess or NYS performance data to analyze. Our needs assessment is based on the formative assessments teachers facilitated during the first school year (Sept 2011-June 2012).

Based on the TC running records administered in June 2012, we presently have **22** students above standard. **16** kindergarten students were classified as “on standard”. **11** students were classified as ‘approaching standard’ and no students were identified as “at risk”.

Instructional strategies/activities

Activity #1

- *Planning and Preparation:* Staff will meet to plan instructional goals in literacy for the upcoming school year. This will include:
 - Scheduling professional periods & common preparation periods to facilitate planning for instruction, analyzing data and student work, etc.
 - Professional development workshops, activities, and study groups.
 - Purchasing of instructional supplies (i.e. classroom libraries, literature for study groups, kits, training videos, binders, assessment folders, etc).
 - Selection of reading and writing facilitators on each grade level.
 - Selection of teachers to participate in TC leadership academies.
- *Target Population(s):* Instructional Team
- *Responsible Staff Members:* Administration
- *Implementation Timeline:* August 2012 – June 2013

Activity #2

- *Professional Development:* Workshops will focus on, but not be limited to:
 - How to administer and/or implement *running records, informal reading & writing inventories, interview & observation checklists, rubrics, and conferences.*
 - How to analyze the results of all informal literacy assessments.
 - How to plan instruction using formative data.
 - How to create actions plans that tailor interventions for students who do not meet expected literacy benchmarks.

- Target Population(s): Classroom Teachers
- Responsible Staff Members: TC Staff Developer(s), AIS Liaison, Administration
- Implementation Timeline: Weekly, during common preps or professional periods - September 2012 through May 2013

Activity #3

- Planning & Preparation/ Instruction: Gradewide meetings will focus on:
 - Instructional planning
 - Analyzing data and student work
 - Creating action plans that tailor interventions to students' needs
- Target Population(s): Classroom Teachers
- Responsible Staff Members: TC Staff Developer (s), AIS Liaison, Administration
- Implementation Timeline: Weekly, during common preps or professional periods - September 2012 through May 2013

Activity #4

- Professional Development: As a Tier I Teachers College Reading & Writing Project school, teachers will:
 - Observe TC staff developers as they model conferring techniques, administer running records, and document students' reading and writing behaviors.
 - Make instructional decisions based on data for conferring, strategy groups, guided and independent practice.
 - Attend TC calendar days for additional professional development opportunities, with an emphasis on sessions that focus on informed decision making.
- Target Population(s): Classroom Teachers
- Responsible Staff Members: TC Staff Developer(s) and Administration
- Implementation Timeline: To include: 15 TC Calendar Days, 15 TC site-visits, and 20 TC Leadership Academy days - September 2012 through May 2013

Steps for including teachers in the decision-making process

- Teachers will meet in grade-level and cross functional teams to review student data gathered from TC Benchmark assessments.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Benchmark Dates: November 2012, February 2013, and May 2013

Strategies to increase parental involvement

Family and Community activities will consist of:

- Parent workshops on: the importance of data driven instruction, how to support a child's literacy development at home, intervention services available for a child if he or she is at-risk of not meeting required literacy benchmarks, etc.
- *Book of the Month* program
- *Home/School Connection* monthly submissions to our school website regarding school's literacy initiatives throughout the year
- Continued relationships with CBO's to promote school's literacy initiatives
- School Leadership Team retreats

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Teachers College will have an ongoing role in the school, and share accountability for student success. Through this affiliation TC commits to:

- Assist in the development and evaluation of curriculum
- Participate in school governance, planning and operations
- Provide professional development for teachers
- Provide mentors, tutors and interns to enrich learning
- Build public and private partnerships to support the school

Service and program coordination

- Teachers College will implement Nutrition workshops to help students and parents develop healthy eating habits
- Teachers College will assist in implementing the parent training series of the *Incredible Years* program to strengthen parenting competencies (monitoring, positive discipline, confidence) and fostering parents' involvement in children's school experiences
- Parent Coordinator will develop contacts with community based organizations that provide adult education workshops to include technical education training , and job training
- Parent Coordinator will provide listings of community based Head Start programs & After school programs that represent parent needs
- Parent Coordinator will conduct Job Readiness workshops for parents and families that require this training and assist parents in finding suitable employment
- Parent Coordinator will develop contacts with community based organizations that provide Child Abuse Prevention Programs and Drug/Alcohol Prevention Program
- Kids Project Sponsored by Department of Health (workshops address student sensitivity for students with disabilities)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, 80% of our students will achieve Common Core Standards in Counting and Cardinality, Number and Operations in Base Ten, and Geometry as measured by teacher-created performance assessments.

Comprehensive needs assessment

Teachers College Community School (TCCS) is a new school that opened in September 2011 with only kindergarten students. Therefore, there are no long-term trends to assess or NYS performance data to analyze. Our needs assessment is based on the formative assessments teachers facilitated during the first school year (Sept 2011-June 2012).

In June 2012, *Performance Assessments* were administered to assess students' knowledge of mathematical concepts, based on: understanding, strategy, reasoning, procedure and communication.

Kindergarten benchmark expectations (*on standard for this time of the year*):

Level	Understanding	Strategy, Reasoning, Procedure	Communication
1-Novice	I don't understand the problem.	I'm not sure what steps to take.	I'm not sure. I can't explain it.
2-Apprentice	I think I understand.	Got started. I'm still thinking.	I can explain some of what I did. My answer may be right.
3-Practitioner	I got it.	I have a plan. I'm not sure of the steps.	I can tell and show you. I can explain.
4-Expert	I got it. I can prove it. I can do another problem like this.	I can show more than one plan. I can prove it.	I clearly showed & explained the problem with details.

Based on assessments administered at in June 2012, There were no students were considered "experts and/or novice" by NCTM Math standards for the extent of their knowledge regarding all the mathematical concepts presented on the kindergarten level. **21** kindergarten students were classified as "practitioners", while **29** students were classified at the "apprentice" level.

Instructional strategies/activities

Activity #1

- *Planning and Preparation*: Staff will meet to plan instructional goals in mathematics for the upcoming school year. This will include:
 - Scheduling professional periods & common preparation periods to facilitate planning for instruction, analyzing data and student work, etc.
 - Professional development workshops, activities, and study groups.

- Purchasing of instructional supplies.
- Selection of model classrooms that exhibit best practices in Mathematics.
- Target Population(s): Instructional Team
- Responsible Staff Members: Administration
- Implementation Timeline: August 2012 – June 2013

Activity #2

- Professional Development: Workshops will focus on, but are not limited to:
 - How to encourage students to talk, think, and work their way towards making sense of mathematical ideas.
 - How to encourage students to question, explain, and justify their own views and interpretations.
 - How teachers will lead discussions and question students, helping them to make connections.
 - How teachers and students will explore mathematics using materials, oral language and/or written recordings.
 - How writing can help students develop concepts and thinking skills as well as free them to recognize what they know----and what they want to explore.
 - How to create actions plans that tailor interventions for students who don't meet expected mathematical benchmarks.
- Target Population(s): Classroom Teachers
- Responsible Staff Members: Mathematics Fellows from TC, Instructional Specialists, and Administration
- Implementation Timeline: Weekly, during common preps or professional periods - September 2012 through May 2013

Activity #3

- Professional Development: Professional development sessions will include action research and study groups that will review and discuss case studies and professional books, such as:
 - Miki Murray's *Teaching Mathematics Vocabulary in Context*
 - Joan Countryman's *Writing to Learn Mathematics*
 - Rebecca B. Corwin's *Talking Mathematics: Supporting Children's Voices and Supporting Classroom Discourse*
 - Heidi Mill's *Mathematics in the Making: Authoring Ideas in Primary Classrooms*
- Target Population(s): Classroom Teachers
- Responsible Staff Members: Mathematics Fellows from TC, Instructional Specialists, and Administration
- Implementation Timeline: Weekly, during common preps or professional periods - September 2012 through May 2013

Activity #4

- Planning & Preparation/ Instruction: Gradewide meetings will focus on:
 - Assessing students' needs by questioning them about their thinking and the strategies they are using
 - Using information gathered to inform and guide further teaching and learning.
 - Instructional planning, analyzing data and student work.
 - Creating action plans that tailor interventions to students' needs.
- Target Population(s): Classroom Teachers
- Responsible Staff Members: Mathematics Fellows from TC, Instructional Specialists, and Administration
- Implementation Timeline: Weekly, during common preps or professional periods - September 2012 through May 2013

Steps for including teachers in the decision-making process

- Teachers will meet in grade-level and cross functional teams to review student data gathered from monthly *Exemplars*.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Benchmark Dates: Every month

Strategies to increase parental involvement

Family and Community activities will consist of:

- Parent workshops on: how to support quality discussions at home, intervention services available for a child if he or she is at-risk of not meeting required mathematics benchmarks, etc.
- *Book of the Month* program (which will include books with mathematical content).
- *Home/School Connection* monthly newsletter regarding the school's mathematics initiatives throughout the year.
- Continued relationships with CBOs to support schoolwide initiatives
- School Leadership Team retreats

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Teachers College will have an ongoing role in the school, and share accountability for student success. Through this affiliation TC commits to:

- Assist in the development and evaluation of curriculum
- Participate in school governance, planning and operations
- Provide professional development for teachers
- Provide mentors, tutors and interns to enrich learning
- Build public and private partnerships to support the school

Service and program coordination

- Teachers College will implement Nutrition workshops to help students and parents develop healthy eating habits
- Teachers College will assist in implementing the parent training series of the Incredible Years program to strengthen parenting competencies (monitoring, positive discipline, confidence) and fostering parents' involvement in children's school experiences
- Parent Coordinator will develop contacts with community based organizations that provide adult education workshops to include technical education training , and job training
- Parent Coordinator will provide listings of community based Head Start programs & After school programs that represent parent needs
- Parent Coordinator will conduct Job Readiness workshops for parents and families that require this training and assist parents in finding suitable employment
- Parent Coordinator will develop contacts with community based organizations that provide Child Abuse Prevention Programs and Drug/Alcohol Prevention Program
- Kids Project Sponsored by Department of Health (workshops address student sensitivity for students with disabilities)

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2013, 80% of the identified “at-risk” readers in kindergarten will achieve “some-risk” or “low-risk” status as measured by the DIBELS Benchmark Assessment.

Comprehensive needs assessment

Teachers College Community School (TCCS) is a new school that opened in September 2011 with only kindergarten students. Therefore, there are no long-term trends to assess or NYS performance data to analyze. Our needs assessment is based on the formative assessments teachers facilitated during the first school year (Sept 2011-June 2012).

The DIBELS Benchmark Assessment will be administered in September/October as a baseline assessment to identify “at-risk” readers in kindergarten. DIBELS will be administered two more times during the course of the school year to measure mid-year and end-of-the-year achievement (January/June). Progress will be monitored bi-weekly using Wilson *Foundations* Probes. Adjustments in instructional intensity and grouping may be necessary during the school year.

Instructional strategies/activities

The Instructional Support Team (IST) will be working with “at-risk” readers at the kindergarten level. We will follow a Response to Intervention (RTI) protocol that uses a tiered approach of increasing interventions to prevent reading failure. Response to Intervention (RTI) is an ongoing process of using student performance and data on student progress to guide decisions about instruction and intervention. The major premise of RTI is that intervening early can prevent academic failure. A growing body of research has shown that most students are identified as having a disability because of reading challenges. Yet, if these students receive effective instruction and intensive early intervention, they can often make large gains in their general academic achievement.

Foundations will be used as a prevention program for all students (Tier I), providing high-quality research-based instruction in a general education setting (Tier 1). It is implemented daily for approximately 30 minutes as part of the word-study block within the Tier 1 instruction. Identified “at-risk” students for Tier 2 receive additional *Foundations* instruction during a Double Dose lesson 4-5 times a week for 30 minutes in groups not to exceed a maximum of 6 students (Tier 2).

Activity #1

- *Planning and Preparation:* Administration will meet with members of the Instructional Support Team (IST) to plan for effective instruction and intensive early intervention in reading for the upcoming school year. This will include:
 - Scheduling professional periods & common preparation periods to facilitate program implementation, planning for instruction, analyzing data and student work, etc.

- Professional development workshops, activities, and study groups.
- Purchasing of instructional materials for intervention.
- Selection of model classrooms that exhibit best practices in *Foundations* instruction.
- Selection of an Academic Intervention Liaison, Intervention Teachers, and Instructional Specialists (IST Members).
- Target Population(s): Instructional Support Team Members
- Responsible Staff Members: Administration and Academic Intervention Liaison
- Implementation Timeline: September 2012 through May 2013

Activity #2

- Professional Development: Professional Development Workshops will focus on, but not be limited to:
 - How to administer and analyze assessments to determine need for intervention services, such as: DIBELS Benchmark Assessment, Wilson *Foundations* Probes, and the *Foundations* fidelity checklist.
 - How to create action plans that tailor interventions for students who do not meet expected literacy benchmarks.
 - How to provide, coordinate, and model targeted intervention for students at risk of not meeting grade-level standards in literacy.
- Target Population(s): Instructional Support Team Members
- Responsible Staff Members: Academic Intervention Liaison
- Implementation Timeline: September 2012 through May 2013

Activity #3

- Planning and Preparation: Grade-wide meetings will focus on:
 - instructional planning
 - analyzing data and student work
 - creating action plans that tailor interventions to students' needs
- Target Population(s): Teachers of targeted students
- Responsible Staff Members: Instructional Support Team Members and Academic Intervention Liaison
- Implementation Timeline: September 2012 through May 2013

Steps for including teachers in the decision-making process

- Teachers will meet in grade-level and cross functional teams to review student data gathered from the DIBELS Benchmark assessment and the Wilson *Foundations* Probes.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Benchmark Dates: November 2012, February 2013, and May 2013

Strategies to increase parental involvement

- Academic Intervention Liaison and Instructional Support Team Members will design training modules and host monthly Intervention workshops and information sessions with parents.
- TCCS will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides.
- The Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parents' questions and inquiries.
- TCCS will create and distribute an intervention handbook for parents.
- Parents will be trained on how to use ARIS Parent Link.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Teachers College will have an ongoing role in the school, and share accountability for student success. Through this affiliation TC commits to:

- Assist in the development and evaluation of curriculum
- Participate in school governance, planning and operations
- Provide professional development for teachers
- Provide mentors, tutors and interns to enrich learning
- Build public and private partnerships to support the school

Service and program coordination

- TCCS has established links with neighboring Head Start programs that feed into our school. We share our professional development opportunities with Head Start staff in order to ensure a successful transition into our lower-elementary school grades.
- All identified "at-risk" students for will receive additional *Foundations* instruction during a Double Dose lesson 4-5 times a week for 30 minutes in groups not to exceed a maximum of 6 students.
- Zankel Fellows from Teachers College will support the school's efforts by providing small-group instruction and assist in administering and analyzing benchmark assessments.
- Teachers College will assist in implementing the parent training series of the Incredible Years program to strengthen parenting competencies (monitoring, positive discipline, confidence) and fostering parents' involvement in children's school experiences

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2013, 90% of school staff trained in “Dina Dinosaur Child Training Series” of the *Incredible Years Program* will develop the ability to prevent disciplinary problems and develop a positive, collaborative classroom and school culture conducive to academic achievement, as evidenced by school survey results.

Comprehensive needs assessment

Teachers College Community School (TCCS) is a new school that opened in September 2011 with only kindergarten students. Therefore, there are no long-term trends to assess or NYS performance data to analyze. However, our first survey results indicate an above average score of 9.4 in the area of safety & respect. (NYC School Survey 2011-2012 Report).

With such positive results, this year we will train our new staff members in “Dina Dinosaur Child Training Series” of the *Incredible Years Program*; as well as incorporate more of the parent component of the program.

Instructional strategies/activities

The *Incredible Years* Parents, Teachers, and Children Training Series have two long-range goals. The first goal is to provide early prevention programs that all families and teachers of young children can use to promote social, emotional, and academic competence and to prevent children from developing conduct problems. The second goal is to provide comprehensive interventions for teachers and parents that are targeted at treating and reducing the early onset of conduct problems in young children.

The “Dina Dinosaur” Classroom-based Curriculum, with over 120 lesson plans, improves peer relationships and reduces aggression at home and school. Instruction will be delivered in the classroom two to three times a week in 15-20 minute circle time discussions followed by small group practice activities. Children’s home detective club activities manuals encourage parents’ involvement in teaching their children school rules, social skills and problem-solving.

Activity #1

- ***Professional Development:*** TCCS will collaborate with psychologists from Teachers College to ensure that 90% of the staff is trained in “Dina Dinosaur.” The training will:
 - Strengthen teachers' classroom management skills, including proactive teaching approaches.
 - Increase teachers' use of effective discipline strategies.
 - Increase teachers' collaborative efforts with parents and promote parents' school involvement.
 - Increase teachers' ability to teach social skills, anger management, and problem-solving skills in the classroom.
 - Decrease levels of classroom aggression.

- Target Population(s): Teachers servicing all students
- Responsible Staff Members: *Incredible Years* Consultants and Psychologists from Teachers College
- Implementation Timeline: September 2012 through May 2013

Activity #2

- Professional Development: TCCS will create a school culture and climate team that develops school-wide rules and procedures that reinforces the lessons from “Dina Dinosaur” training. This team will work with staff to:
 - Strengthen children's social skills and appropriate play skills (turn taking, waiting, asking, sharing, helping, complimenting).
 - Promote children's use of self-control strategies such as effective problem solving steps
 - Increase emotional awareness by labeling feelings, recognizing the differing views of oneself and others, and enhancing perspective taking.
 - Boost academic success, reading and school readiness.
 - Reduce defiance, aggressive behavior, and related conduct problems such as noncompliance, peer aggression and rejection, bullying, stealing and lying.
 - Decrease children's negative cognitive attributions and conflict management approaches.
 - Increase self-esteem and self-confidence.
- Target Population(s): All staff
- Responsible Staff Members: Principal, Special Education Liaison, Data Specialist, and Psychologists from Teachers College
- Implementation Timeline: September 2012 through May 2013

Steps for including teachers in the decision-making process

- Teachers will meet in grade-level and cross-functional teams to review student data gathered from the Boehm Early Screening assessment.
 - Staff determined that a 2% decrease in the number student incidents within the classroom would be the interim benchmark used by teacher teams to measure the effectiveness of the *Incredible Years Program*, and decide whether additional supports or approaches are needed for implementation.
- Benchmark Dates: November 2012, February 2013, and May 2013

Strategies to increase parental involvement

TCCS will implement the parent component of the *Incredible Years Program* to strengthen families by:

- Increasing positive and nurturing parenting.
- Reducing critical and violent discipline approaches by replacing spanking with positive strategies such as ignoring, using logical and natural consequences, redirecting, adequate monitoring, and problem-solving.
- Improving parents' problem-solving skills, anger management, and communication skills.
- Increasing family support networks and school involvement.
- Helping parents and teachers work collaboratively to ensure consistency across settings.
- Increasing parents' involvement in children's academic-related activities at home.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Teachers College will have an ongoing role in the school, and share accountability for student success. Through this affiliation TC commits to:

- Assist in the development and evaluation of curriculum
- Participate in school governance, planning and operations
- Provide professional development for teachers
- Provide mentors, tutors and interns to enrich learning
- Build public and private partnerships to support the school

Service and program coordination

- TCCS has established links with neighboring Head Start programs that feed into our school. We share our professional development opportunities with Head Start staff in order to ensure a successful transition into our lower-elementary school grades.
- All students will participate in “Dina Dinosaur” instructional activities delivered within the classroom two to three times a week in 15-20 minute circle time discussions followed by small group practice activities.
- Zankel Fellows from Teachers College will support the school’s efforts to reduce classroom incidents by providing an additional presence inside the classroom, thereby increasing the adult to student ratio. Fellows also assist in administering and analyzing benchmark assessments.
- Teachers College will assist in implementing the parent training series of the Incredible Years program to strengthen parenting competencies (monitoring, positive discipline, confidence) and fostering parents' involvement in children's school experiences

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p><u>Fundations:</u> Wilson Fundations for K-3 is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Fundations is based upon the Wilson Reading System® principles and serves as a prevention program to help reduce reading and spelling failure.</p>	<p><u>Fundations:</u> Tier I: The Wilson research-based Fundations program is implemented daily for approximately 30 minutes as part of the word study block within the general education classroom as part of the core curriculum.</p> <p>Tier II: Based upon assessment data, students at risk of reading failure in grades K-1 will receive additional Fundations instruction during a Double Dose lesson 4-5 times a week for 30 minutes in groups not to exceed a maximum of 6 students.</p> <p>Students continue to participate in the whole class Fundations lesson. The increase in intensity is achieved by (1) conducting lessons in small, homogenous groups (2) increasing instructional time with double dose lessons and (3) targeting specific areas of difficulty.</p>	<p>Services are provided during the school day.</p>

	<p><u>Reading Rescue:</u> Reading Rescue is both a staff development program and an intensive early intervention that, while it specifically targets students who need one-on-one instruction to reach grade level reading, also builds a school's capacity to teach <i>all</i> students more effectively by equipping a cohort of staff with the knowledge and skills usually associated with reading clinicians.</p>	<p>Progress will be monitored bi-weekly using the Wilson Foundations Probes in grades K and 1. Adjustments in instructional intensity and grouping may be necessary during the school year.</p> <p>Tier III: Offers increased Levels of Supplemental Instruction; high level of instructional intensity; and a smaller group of 1:1 – 1:3 students at a time, anywhere from 30 to 60 minutes at a minimum, four days per cycle of Double Dose Foundations. Tier III is typically reserved for approximately 1-5% of students in class who will receive more intensive instruction in addition to their core instruction.</p> <p>Tier III may include a referral for a special education evaluation and if classified as disabled the provision of special education services. Progress monitoring will be a component of Tier III with the expectation that students will eventually moving back to Tier I and/or Tier II.</p> <p><u>Reading Rescue:</u> Instructors teach phonological awareness, systematic phonics, vocabulary, fluency, and reading comprehension to accelerate the lowest performers in 1st and 2nd grade to grade level reading achievement in a single semester. Teachers and paraprofessionals will implement this intervention 1 to 1 daily for 30 minutes.</p>	<p>Services are provided during the school day.</p>
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Mathematics	<p>MathemAntics: MathemAntics is a computer software program developed & evaluated for children in Grades PreK – 3. The program teaches basic mathematics concepts through games on a laptop. The program was developed by Dr. Herbert Ginsburg, an early mathematics education expert at Teachers College.</p>	A team of graduate students trained by Dr. Ginsburg implement the program twice per week for students identified as “at-risk” in mathematics.	Services are provided during the school day.
Science	Students will improve their conceptual understanding of science topics through authentic hands-on experiences and extended inquiry.	Classroom teachers provide support to students during the day in reading through the content areas. During the skills period, services are provided to targeted students in a small group. Additional instruction is offered to students during the extended-day sessions.	Services are provided during the day and extended day sessions.
Social Studies	Students will improve their awareness about self, family, neighborhoods, and communities large and small. Also, through explorations of history, geography, economics, government, and civics, students learn about the people, places, eras, and events near and far that shaped our world.	Classroom teachers provide support to students during the day in reading through the content areas. During the skills period, services are provided to targeted students in a small group. Additional instruction is offered to students during the extended-day sessions.	Services are provided during the day and extended day sessions.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Our guidance intern from Teachers College offers support to “at-risk” students. All of these support services are woven into a school fabric to better serve the community, offering activities related to anger management, bereavement counseling, conflict resolution, play therapy and referrals to mental health and community agencies.</p> <p>We also refer parents to the programs provided by the Office of School and Community Partnerships, which enables</p>	Services include social skills, counseling, and conflict resolution. Case subjects meet with a counselor once a week for a cycle of 6 weeks.	<p>Services are provided during the school day.</p> <p>Outside of the regular school day.</p>

	<p>adults to continue with evening adult education courses (ESL, GED, and Computer Courses). These services provide the community with expanded opportunities for adults to continue their education as the means to attain self-fulfillment, both academically and economically.</p> <p>Intervention services are offered by psychologists and interns from Teachers College through teacher consultation. This service assists teachers in the modification and adaptation of curriculum and the development of behavior instruction plan for “at-risk” students. TC psychologists have also been instrumental in training staff to utilize the ‘Dina Dinosaur’ early prevention program.</p>	<p>Group counseling sessions for specific classes one period a week, small group “lunch bunch” counseling sessions 2-3 times per week, and individual cases.</p>	<p>Services are provided during the school day.</p>
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HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- TCCS is a university-assisted school. Specifically, Teachers College, Columbia University is directly and/or indirectly involved with the school in providing professional development, instructional support, curriculum development, and program evaluation. Currently, there are approximately 40 TC graduate students, alumni, faculty and staff providing instruction during the school day, leading professional development initiatives, and conducting assessments. Some of these individuals associated with Teachers College may become permanent staff members at TCCS. Our link to Teachers College affords us direct access to a wealth of highly qualified teaching candidates.
- Currently, all TCCS staff members are highly qualified. Staff is also afforded the opportunity to pursue advanced degrees and engage in additional coursework at Teachers College.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

TEACHERS COLLEGE COMMUNITY SCHOOL PARENT INVOLVEMENT POLICY

Teachers College Community School (TCCS) desires to serve the parents and families of our school. We endeavor to do this by providing leadership and resourceful service to them. We believe that an informed and resourceful parent can better help us improve student achievement. TCCS is therefore committed to:

- Involve our parents in the academic development and learning quests of their children.
- Develop and maintain open communication between the school and the parent community.
- Ensure that parents are informed about the performance standards, curricula initiatives, attendance, assessment data and learning opportunities.
- Work with parents to develop their leadership skills and to serve as a catalyst for positive change and resolution of problems.
- Create and maintain a safe and orderly environment that will engender greater learning opportunities.
- Maintain a place for parents to assemble.
- Annually review and revise the content of this policy to meet the needs and challenges of our school community.

Agree to: _____
Jeanene Worrell-Breden
Principal

Tiffany Ellis Butts
PA President of TCCS

TEACHERS COLLEGE COMMUNITY SCHOOL - PARENT COMPACT

PARENT'S RIGHTS	PARENT RESPONSIBILITIES	STUDENT RESPONSIBILITIES	SCHOOL RESPONSIBILITIES
Parents have a right to receive information about the schools' policies and procedures and have access to their children's records.	Parents will be familiar with the school calendar, school safety plan, discipline code, and will discuss these with their children.	Students will be familiar with the school calendar, school safety plan, discipline code, and will discuss these topics with their parents.	The school will provide to parents a clear description and explanation of the school calendar, school safety plan, the discipline code and the Chancellor's parent-school communication plan.
Parents have a right to information regarding the school's mission, academics and program offerings.	Parents will know the school's mission, goals and objectives.	Students will take advantage of every opportunity offered to them and strive for excellence in their academics and extracurricular activities.	The school will provide a clear description and explanation of the school's mission, educational goals and objectives, and school report card.
Parents have the right to be treated with respect.	Parents will respect each member of the school community and encourage their children to do the same.	Students will show respect for themselves, their peers, their school, and the school community.	The school will foster an atmosphere of respect for each member of the school community and will make every effort to communicate with all parents in compliance with the Boards' translation policy.
Parents have the right to receive programs and support services that enable their children to achieve their full potential.	Parents will alert the school of any special needs their children may have and will seek appropriate help for those needs at the school level. Parents are responsible for understanding the goals of those services provided for their children.	Students have the responsibility to attend and participate fully in programs provided for them.	The school will provide information regarding program and support services, identify students in need of such services and provide services to those students.
Parents have the right to a free, public school education for their children.	Parents will send their children to school on time, well rested and prepared to learn.	Students will seek assistance (before, during, and/or after school) when they have problems with their schoolwork/homework.	The school will communicate expectations regarding student performance and progress as well as important school policies including the school's homework policy.

PARENT'S RIGHTS

PARENT RESPONSIBILITIES

STUDENT RESPONSIBILITIES

SCHOOL RESPONSIBILITIES

Parents have the right to have their children's performance and report cards clearly explained during parent-teacher conferences, and in other scheduled meeting.

Parents have the right to express their opinions, register their complaints and have their concerns addressed in a timely manner by appropriate school personnel.

Parents have the right to be provided with opportunities for their involvement in the school community.

Parents have the right to have their children attend class in a clean and safe environment.

Parents have the right to know that the school will remain up-to-date with emergency contact and health information.

Parents will follow up with the school or teacher if such follow up is needed and attend scheduled meeting.

Parents will participate in discussions and decisions relating to the education of their children with appropriate school personnel.

Parents will learn about opportunities for parental involvement at school and at the district level and get involved if at all possible.

Parents will encourage their children to resolve conflicts in a respectful manner.

Parents are required to provide the school with current a) family addresses & telephone numbers; b) accurate emergency contacts and c) health information. Parents will have their children immunized.

Students will listen to talk with their parents and teachers about their performance and progress.

Students will talk to their families and teachers about what they are learning and doing in school.

Students will contribute to the building of community at their school.

Students will strive to resolve conflicts in a positive and respectful manner.

Students will transmit any necessary correspondence to and from school personnel and parents.

The school will provide opportunities for parents to discuss student achievement as reported on report cards and/or during parent-teacher conferences.

The school will be responsive to parents' questions and concerns in a timely manner. The school will provide information to parents on the complaint processes available to them.

The school will offer specific opportunities for parent involvement, make them readily available and provide a welcoming environment for all parents.

The school will strive at all times to promote an atmosphere that is safe and welcoming to students and their families.

The school will maintain up-to-date emergency contact and health information.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Charles Amundsen, Dan Feigelson	District 05	Borough Manhattan	School Number 517
School Name Teachers College Community School			

B. Language Allocation Policy Team Composition

Principal Jeanene Worrell-Breeden	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher John Jackson, ESL Teacher-133M	Guidance Counselor N/A
Teacher/Subject Area Alexandra Espinosa, K Teacher	Parent Tiffany E. Butts, PTA President
Teacher/Subject Area Marie Sarabia, K Teacher	Parent Coordinator Leona Guerrido
Related Service Provider Sheree Raho, RSP Coordinator	Other Margaret Maldonado, Para
Network Leader type here	Other type here

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	50	Total Number of ELLs	1	ELLs as share of total student population (%)	2.00%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. In order to ensure optimal language and academic services for students in kindergarten at the Teachers College Community School (TCCS), the following start up procedures will be in place for the 2011–2012 school year. A Home Language Identification Survey (HLIS), in the parent's home language, will be completed by a trained licensed pedagogue through an oral interview of parents/guardians at the time of registration. The HLIS and the informal interview will be analyzed to determine whether the child will be eligible for LAB-R Testing. The English LAB-R is administered within the first 10 days for initial identification of students whose home language is other than English. The English LAB-R is hand scored and filed in the principal's office. If the LAB-R score is below the state cut score, the Spanish LAB-R is administered if their native language is Spanish. The parents are notified in writing with the Parent Entitlement Letter. A parent letter is generated inviting them to a Parent Orientation within the first 10 days of school. The Parent Orientation is conducted in the morning and/or in the evening to accommodate working parents. If parents are not able to attend either meeting, they are offered the option by phone and/or letter to come and view the video in their Native Language at their convenience. Since the majority of the parents in Community District 5 and 6 are African American, the parent orientation will be held in English and other languages as needed. However, a bilingual teacher and parent coordinator will also be in attendance if translation is needed. Parents will view the Parent Orientation Video and the three programs: the transitional bilingual, dual language and Free Standing ESL will be introduced and explained. There is also a Q and A session where parents are given the opportunity to ask questions. Research shows that Dual Language is the best program for students to acquire a new language. Second is transitional bilingual and last is a Free Standing ESL program. At the end of the meeting the parents are given the Parent Survey, Guide for Parents of English Language Learners and Program Selection Form which will enable them to select their choice. Parents are then notified of their child's placement within 10 days. Currently we only have first year ELLs. However, in the future continuation letters in their native language will be given to parents notifying them of their child's NYSESLAT scores and their continuance in the program. Parents sign the letter which is then filed in the principal's office for future compliance. Any agendas and handouts related to the Parent Orientation are filed in the main office for future compliance. The RLER is generated every Monday by ATS and will inform the school of students who are eligible for LAB-R testing. Identified ELLs are continually being assessed by the NYSESLAT until they become proficient. In the Spring, the LAT report from ATS is generated to identify students who are eligible to take the NYSESLAT.

2. Parents are notified in writing with the Parent Entitlement Letter once their child's LAB-R is hand scored. A parent letter is generated inviting them to a Parent Orientation along with the Guide for Parents of English Language Learners. The Parent Orientation is conducted in the morning and/or in the evening to accommodate working parents. If parents are not able to attend either meeting, they are offered the option by phone and/or letter to come and view the video in their Native Language at their convenience. Since the majority of the parents in Community District 5 and 6 are African American, the parent orientation will be held in English. However, a bilingual teacher and parent coordinator will also be in attendance if translation is needed. Parents view the Parent Orientation Video and the three programs: the transitional bilingual, dual language and Free Standing ESL will be introduced and explained. At the end of the meeting, parents are given the Parent Survey and the Program Selection Form. The bilingual teacher and parent coordinator assist

parents in completing this form. Parents who do not make the program selection choice at the meeting are informed that the default program is transitional bilingual education. Since our school does not have enough students to form a bilingual program, their child will be placed in our Free Standing ESL program. If the parents choose a program that our school does not offer, they are informed of their right to transfer to another school, with that program. At that time, a list of TBE and Dual Language schools will be provided. Parents are then notified of their child's placement within 10 days. Currently we only have first year ELLs. However, in the future continuation letters in their native language will be given to parents notifying them of their child's NYSESLAT scores and their continuance in the program. Parents sign the letter which is then filed in the principal's office for future compliance.

3. The entitlement letters are given to teachers, who in turn hand deliver to parents. Parents give consent by signing the entitlement letter and returning the tear-off sheet to school. Copies are kept in the main office in case a parent was unable to meet directly with the teacher. The Parent Survey and Program Selection Forms are completed and returned at the orientation session. If a parent does not complete the selection form at that time, the Related Service Provider Coordinator will do outreach to follow up by phone and/or letter. If parents do not return the form after multiple attempts of outreach, the child will be placed in our Free Standing ESL program.

4. Description of criteria used and procedures followed to place identified ELLs according to the EPIC: Students are identified by the HLIS (Home Language Survey). Students who need to be tested, according to the survey results and informal interview are given the LAB-R. The parents are notified in writing with the Parent Entitlement Letter in their native language. Parents are then notified of their child's placement within 10 days based on their program choice on the Parent Survey and Program Selection Form.

5. TCCS is a 'new' school. There are no trends in program choices documented to date. We currently have one ELL.

6. TCCS is a 'new' school. There is no service history to review in terms of program offerings and parent choice.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1									1
Total	1	0	0	0	0	0	0	0	0	1

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	1	0	1											

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

The Teachers College Community School (TCCS) is a new school that opened September 2011 with two kindergarten classes. We have a small staff consisting of two classroom teachers, one special education teacher, and one paraprofessional. This year (2011-2012), we are co-located with CS 133M. Since we are a small school, with only one student identified as an English Language Learner (ELL) the certified ESL teacher from CS 133M (John Jackson) will be providing ESL services to our student.

1 A. At TCCS the following organizational models will be considered for implementation: A Freestanding ESL program that provides instruction in English with native language support. The Push-In (Co-Teaching) model allows the certified ESL teacher (John Jackson, 05M133) to go into the classrooms to provide ESL instruction. This takes place after collaboration with the classroom teacher. In addition, the Pull-Out model provides opportunities for students to acquire focused instruction in English that is aligned to the classroom curriculum in an environment that is conducive to learning, while adhering to the regulations specified in Section 154 and CR Part 154.

A. Programming and Scheduling Information

B. The students are heterogeneously grouped with mixed proficiency levels. Teachers incorporate a balanced literacy approach following the workshop model in English. TCCS will also have a free-standing ESL model in which students receive all instruction in English with native language support. Using ESL methodology and instructional strategies, students are assisted to achieve the state-designated level of English proficiency for their grade.

2 A. The data provided by the LAB-R, NYSESLAT, and running records will determine the grouping and levels of our students. Articulation will be ongoing with the ESL teacher to ensure the accuracy of the Part 154 schedules. Program cards will reflect the mandated minutes of instruction in ESL; beginners and intermediates receive 360 minutes a week and advanced students receive 180 minutes. These schedules will be reviewed by the administration to assure that these mandates will be adhered to. The schedules will be posted in the classrooms. The Principal and Related Service Provider Coordinator will review program cards, schedules and observe teachers to ensure that proper implementation of language allocation are being used. Lesson plans are reviewed to determine appropriate instruction in accordance with Part 154 requirements. Administration monitors instruction to ensure that lessons are conducted in the language as described in NYC Recommendation for ELLs and guidelines from Part 154.

Classes participate in 120 minute literacy block, which offers more classroom time devoted to the enhancement of reading skills. Reading workshop model which includes mini-lesson, independent reading, shared reading, and daily guided reading activities support and provide strategies for students. Teachers use the units of study to teach various forms of writing using the workshop model, including narratives, essays, all about books, how-to books, poetry and realistic fiction. Teachers use the writing process as well as backward planning to implement the units of study in writing. Classroom libraries are leveled and organized by theme or genre.

Reading and writing instruction is delivered using the Teachers College Reading & Writing Project Units of Study. The units that are implemented are meant to foster student's growth, while focusing on specific strategies to help students become effective readers at different levels. Kindergarten students will be focusing on the following strategies: retelling, using schema/ making connections, visualizing, wondering/questioning, making inferences, determining important ideas, understanding text structure, summarizing and synthesizing. Teachers will conduct guided reading lessons at least two times per week with students. These focused lessons will help to foster decoding, fluency and comprehension skills in students. Teachers work daily on developing students' ability to hear, recognize and manipulate sounds and words.

Fountas & Pinnell Benchmark system and the Teachers College Reading and Writing Project (TCRWP) assessments are used for conducting ongoing running records that provide teachers with reading levels of students. This information is stored on TCRWP's Assessment Pro, a web-based data platform. Teachers access this system to plan next steps of instruction for their students. Teachers also maintain records of conference notes that reflect the students' strengths and weaknesses in reading. Word walls and process charts are used to scaffold and support the different learning styles of students.

The following RTI Model will be implemented for all students identified at-risk:

Tier I: The Wilson research-based Foundations program is implemented daily for approximately 30 minutes as part of the word study block within the general education classroom as part of the core curriculum.

Tier II: Based upon assessment data, students at risk of reading failure in kindergarten will receive additional Foundations instruction during a Double Dose lesson 4-5 times a week for 30 minutes in groups not to exceed a maximum of 6 students. Students continue to participate in the whole class Foundations lesson. The increase in intensity is achieved by (1) conducting lessons in small, homogenous groups (b) increasing instructional time with double dose lessons and (3) targeting specific areas of difficulty. Progress will be monitored bi-weekly using the Wilson Foundations Probes in grades K and 1 and DIBELS Oral Reading Fluency assessments in grade 2. Adjustments in instructional intensity and grouping may be necessary during the school year.

Tier III: Referral for a special education evaluation and if classified as disabled the provision of special education services.

TCRWP staff developers, the Related Service Provider Coordinator, and teachers in strengthening their skills in teaching reading and writing. Classes participate in 120 minutes literacy block which offers more classroom time devoted to the enhancement of reading skills. The classroom instruction utilizes the balanced literacy curriculum through the Teachers College Reading & Writing Project Units of Study for teaching reading and writing. Classroom libraries are leveled and organized by theme or genre. Ongoing reading records provide

A. Programming and Scheduling Information

teachers with reading levels of students. Teachers use TCRWP assessments which are recorded in TCRWP's Assessment Pro and Reading Tracker. Teachers maintain conference notes that reflect the students' strengths and weakness in the area of reading and writing. Word walls and process charts are used to scaffold and support students understanding. Differentiated instruction is the key component whether the subject is reading, math, science, social studies or ESL.

Our Related Service Provider Coordinator with TCRWP staff developers will work to improve teacher quality. Teachers participate in professional development opportunities offered by colleges, central and other organizations which focus on strategies to help struggling students. Professional development will be offered to teachers in understanding and analyzing the LAB-R, NYSESLAT, Fountas & Pinnell benchmark and other data sources.

The Certified ESL teacher (John Jackson, 05M133) will meet the mandated units of instruction for ELLs in kindergarten using a Freestanding ESL program implementing a pull-out model. Beginners and intermediate students receive 360 minutes of weekly service and our advanced students receive 180 minutes of service per week. The ESL teacher will work with small groups outside the regular classroom to tailor and scaffold the learning by adapting and modifying instructional learning into mini-strategy lessons. Mr. Jackson will reinforce concepts introduced by the classroom teacher and structure his teaching based on the proficiency level of the ELLs within the group.

3. At TCCS, teachers will use the following instructional approaches and methods to make content comprehensible to enrich language development:

1. Differentiated instruction
2. Thematic interdisciplinary instruction
3. Music is an excellent vehicle for language learning specifically using songs, vocabulary, sentence structure, rhythm and intonation can reinforce language development.
4. Integrating the four skills (listening, speaking, reading, and writing)
5. Modeling Techniques for content area
6. Integrating context and language goals and objectives
7. Direct vocabulary instruction
8. Scaffolding

In monolingual classes teachers have been provided with training on how to differentiate content area instruction in math, science, and social studies through the inquiry approach using visuals, hands on activities and concrete materials.

4. TCCS is a new school and currently with one grade (kindergarten) and one ELL, whose native language is not Spanish, there is no native language assessment. For the following if there are students whose native language is Spanish and scored as an ELL on the LAB-R, the students will be administered the Spanish LAB and the results will be used to inform instruction.

5 a. Currently, we do not have SIFE. However, in the event that we do, we will provide small group instruction utilizing visuals and hands on activities. Instructional materials are available to teachers on the instructional level of the student in order to provide appropriate lessons. The Related Service Provider Coordinator and TCRWP Consultants provide assistance to the classroom teacher in adapting the curriculum and materials for the SIFE student. The ESL teacher works with these students and provides instruction in English to promote literacy skills, letter and sound relationships, phonics and number sense. All SIFE students are grouped together for additional instructional support. Materials are provided on the instructional level of students and instruction is delivered by certified teachers. Headsprout will be utilized as an intervention program in the classroom to provide instruction in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension, and teach segmenting, blending, decoding in context, and reading for meaning and enjoyment. Students will access these programs throughout the day in their classrooms, with their classroom teacher and during extended day and after school with certified teachers.

b. When a student first arrives at school, a plan is in place to determine his/her English proficiency. The process is similar for new monolingual students. Informal assessments are conducted and a review of test history, attendance, grades and other records are reviewed by administrators or an assessment liaison to determine the proper class placement or any special services needed. The parent is given an orientation regarding programs and services that are available in the school. TCCS will offer a full range of parent workshops to assist them in working with their children, as well as to help them improve their literacy and math skills.

A. Programming and Scheduling Information

During the first three years in the school, strong emphasis is placed on building background knowledge, developing fluency, improvement in reading and writing skills, and a strong ESL component to help the child transition into a monolingual setting. The students receive ongoing assessments and various tools are used the TCRWP assessments, teacher-made assessments, unit tests and NYSESLAT. The administration and teachers compile a wealth of data, the analysis of which will determine the strategies to be implemented for the student.

The plan for ELLs in our school less than three years (newcomers) is designed to support the initial adjustment of the new arrival students to the language, culture, and schooling of their new school and country. Our Newcomer program emphasizes the integration of academic and personal-social support to help the student adjust. Our Newcomer program utilizes the students' home language as a basis for instruction, but it also emphasizes English language instruction. Our plan for newcomers is to prepare ELLs for success in our Free Standing ESL program, where they may continue to receive English language proficiency development. Our ELLs are afforded equal access to all school programs before, during and afterschool.

During classroom instruction teachers will utilize the balanced literacy curriculum through the Teachers College Reading & Writing Project - Workshop Model. The TCRWP units of study are implemented at the instructional level of the student. Differentiated instruction is the key component whether the subject is reading, math, science, social studies or ESL. Throughout the school year, professional development sessions will be given to teachers on effective and research based strategies to use with ELL students, as well as understanding of the cultural and linguistic needs of our population. The school will implement Academic Intervention Services (AIS) and ESL pull-out programs to offer additional assistance as required. The extended day programs will offer a language acquisition component to provide additional opportunities for targeted students. The results of the NYSESLAT exams will help determine placement for the subsequent years. If extensions of services are required, providers, classroom teachers, and parents will all be part of developing a program to meet the needs of the students the following year.

In the Pull-out program ELLs are brought together from various classes for English acquisition focused instruction. The ESL teacher plans carefully with the general education teacher to ensure curricular alignment and instructional improvement for transitioning ELLs into their classroom.

The ESL teacher will use small group instruction to differentiate individual instruction and plan accordingly to the students' needs and proficiency levels. The ESL teacher provides ELLs with additional support in the English development with strategies and language development activities, as well as, reinforces the subject matter being taught in the regular classroom. Language is learned best when the student is surrounded by authentic language used for real purposes. Being exposed to language and having good models are both essential to becoming competent readers, and speakers in that language. The goal is to help ELLs become proficient in oral and written English, and excel by teaching to all learning styles and all language proficiency levels.

The ESL Teacher (John Jackson, 05M133) is State Certified in ESL.

c. At this time, TCCS does not have any ELLs receiving an extension of services. However, for ELLs in years 4 to 6, a close examination of data is required. The classroom teachers, along with the NY State Certified ESL teacher will review NYSESLAT scores, Acuity and ARIS data. This along with close monitoring of the students in the classroom setting will help provide the tools necessary to create a learning plan for the student. Ongoing assessments will help determine progress towards identified targets. An inquiry team has been established to look closely and monitor small groups of ELLs in different grades. This analysis will help to inform best practices in assessments, lesson planning, and next steps for all our ELLs at TCCS.

d. Currently TCCS does not have Long-Term ELLs. However, should we receive any in the future, we would provide intensive services during the day by the NY State Certified ESL teacher as well as the Academic Intervention Services in small groups to target individual needs.

e. TCCS will be an inclusive school, and accepts students with a range of learning needs, language backgrounds and disabilities. Our model of inclusion provides all students with a home base in a regular classroom, coupled with flexible services across a broad spectrum of needs. All ELLs with special needs adhere to the same instructional plans and curriculum guidelines as the general education population who are ELLs, with the exception that instruction is modified and specific strategies are incorporated to meet students' individual language and academic needs. Via teacher assessments/observations, Fountas & Pinnell benchmark, TCRWP assessments, periodic assessments and

A. Programming and Scheduling Information

the NYSESLAT, students are monitored for academic development, language acquisition and proficiency to determine individual progress.

6. Currently, there is one general ed. ELL at TCCS. However, in the future if we ever enroll ELLS with special needs student services will be provided as per IEP, content area materials will match the student's grade level as well as their reading level, small group instruction, etc.

7. TCCS plans to have all service providers, ESL teacher and classroom teachers collaborate to create an instructional plan to support student learning in the classroom and a flexible schedule that will meet the need of the student.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

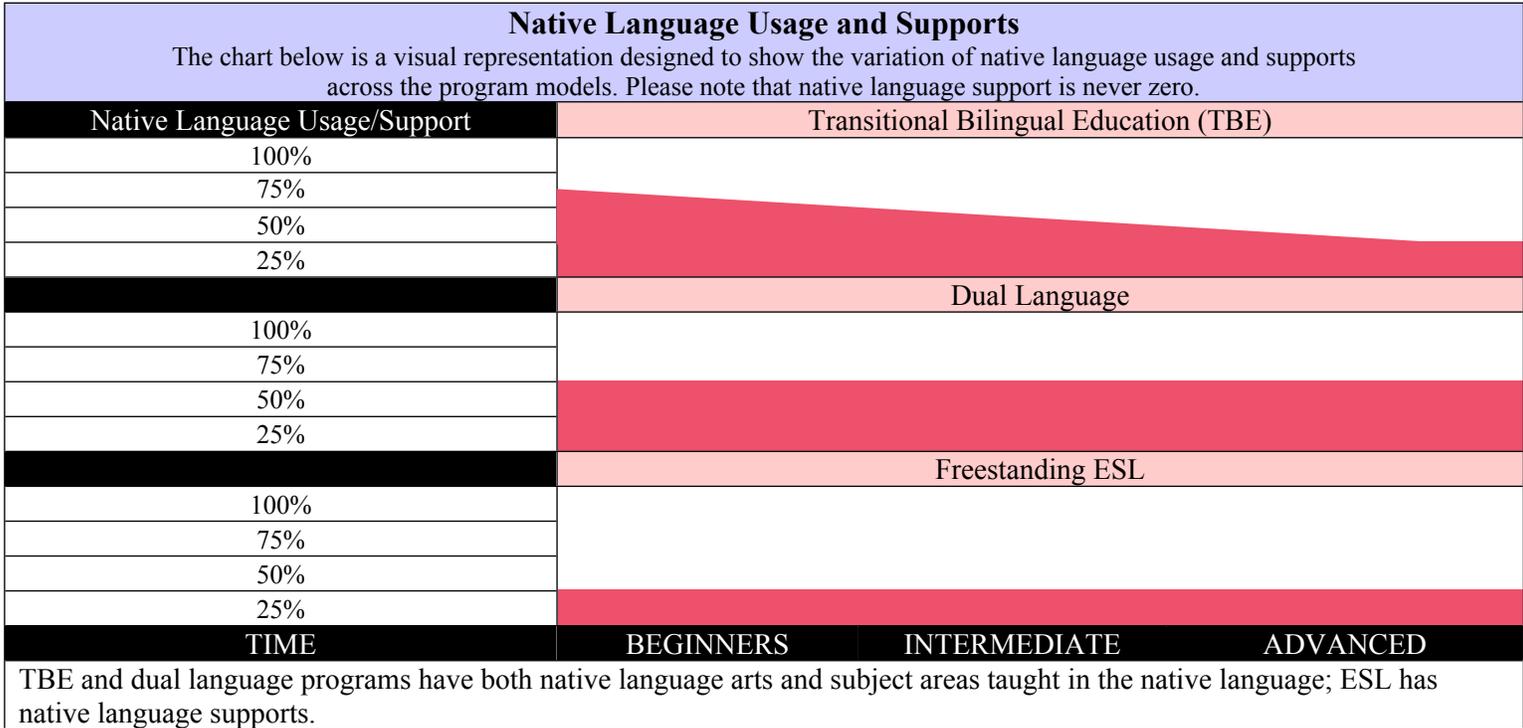
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. This targeted group of students will receive instructional support utilizing the Headsprout intervention program. Headsprout will be implemented in the classroom during the school day between 30-45 minutes daily by the classroom teacher or during the extended day two times a week for 40 minutes. The Headsprout Early Reading K-2 supplemental program ensures reading success for every child. The program takes a non-reader or beginning reader up to mid-2nd Grade reading skills. The instruction is individualized and web-based. The program provides instruction in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension, and teaches segmenting, blending, decoding in context, and reading for enjoyment. Headsprout's rigorous development and users testing ensures reading success across a wide variety of learners. Students will be encouraged to attend the extended day programs in addition to receiving assistance from support staff and the TCRWP staff developers. Teachers will also receive professional development support from consultants to strategically support the needs of their students.

9. Students who become proficient as determined by the NYSESLAT will continue to receive instructional support by the ESL teacher and other support staff. This support will be provided through a push-in model which enables the students to acquire confidence while reading and writing more in English, and less in their Native Language. These students will also be assigned a buddy/partner who will provide additional support when needed. Continued collaboration and planning provides a support structure which allows the transition to occur smoothly. Testing accommodations will be afforded to our proficient students by providing them extended time during ELA, Math and content area exams for up to two years after testing out on the NYSESLAT.

10. Our classrooms have leveled fiction and non-fiction genre based books, smart boards, desktop computers for every teacher, carts with laptops and various instructional resources such as Imagine Learning English. These programs will be utilized in the classroom to provide instruction in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension, and teach segmenting, blending, decoding in context, and reading for meaning and enjoyment.

11. No decision has been made to discontinue any programs/services at this time.

12. TCCS will have a myriad of programs. All programs will be open to all students. There will be supplemental programs offered in school for all students regardless of language. Kindergarten teachers will be supporting ELLs using ESL strategies in the supplemental programs. TCCS has an extended day which offers remedial and enrichment instruction to all students from all classes.

13. In order for our ELLs to recognize and optimize their full potential, the students are provided with in-depth language development activities. These activities are beneficial for those students who are encountering English for the first time and are having difficulty communicating. They will have access to intervention computer programs such as Headsprout and Imagine Learning English. The ESL Teacher will follow an ELL instructional model that is aligned to the five elements of reading as identified by the National Reading Panel; phonemic awareness, phonics/word study, vocabulary, comprehension, and fluency, and adds a crucial sixth element - oral language.

We are currently using the Teachers College Reading & Writing Project units of study for teaching reading and writing. Activities for

improving instruction and student performance in English Language Arts include the implementation of balanced literacy using a 120 minute literacy block schedule. Classroom libraries provide books that are on the instructional and independent reading level of students. Teachers conduct ongoing observations, conferences, running records, and assessments to monitor student progress. One goal is for students to move from teacher directed activities to more independent activities with support from the teacher. Classroom libraries, Foundations and Words Their Way will be used in classrooms to support spelling, phonics, decoding, vocabulary and word study. Independent reading and writing, shared reading and writing, interactive writing, read aloud, word study and guided reading are used daily by teachers to provide a balanced approach to reading and writing. Teachers use the ATS Reports, Formative Assessments, TCRWP reading benchmarks and other data to evaluate students and plan instruction.

The Teachers College Reading and Writing workshop include units of study that link language, and provides lessons that focus on strategy instruction that are also beneficial for students who are learning a new language. Conferences during the workshop allow the teacher to zero in on the student's needs, and tailor lessons based observations. Instructional materials include, various books organized by author, theme genre and level. Content area instruction will be supported by libraries, reference books, textbooks, and learning kits in both languages. We are fortunate to have TC consultants for science and math. We are also building a science lab to engage students with hands on experiments and projects.

14. Native language is used to support the English language acquisition. Native Language materials will be provided in leveled libraries in classrooms. Reference books and dictionaries will also be provided in the native language. The native language is used to assist students' understanding in the classroom. It is used between students when they are in peer tutoring or buddy groups. The teachers use the language to check for comprehension, explain activities and provide instruction during the day. Instructional materials, library books and other communications are available in English and Spanish.

15. The plans for support will be offered in a manner appropriate to grade and age levels. All materials purchased and placed in classrooms are the results of analyzing the assessments of the students and determining the appropriate materials to meet their needs.

16. Newly enrolled students and parents are interviewed by a trained pedagogue at the point of intake. After the interview, parents are provided with a list of activities to assimilate students to the new school year. Parents are invited to a curriculum orientation and school tour. Students are invited to attend all supplemental and enrichment programs. These programs include classroom activities around themes which utilize community trips in helping develop language skills, as well as assisting the students to become acquainted with their neighborhood and local resources.

17. TCCS does not offer language electives.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Teacher training will be provided by consultants from Teachers College, the Related Service Provider Coordinator, the ELL Specialist from the Network and administrators in an ongoing effort to strengthen pedagogy for ELLs. All will work collaborately to develop strategies to improve reading and writing proficiency using the workshop model. All staff members, including teachers of ELLs will attend professional development sessions focusing on ELLs to improve their teaching practices and develop strategies to work with ELLs. They will be invited to share their experiences and turn-key significant understandings.
2. We currently only have kindergatens students. However, in the future the ESL teacher and the guidance counselor will collaborate with classroom teachers to assist fifth graders in the middle school choice process.
3. All teachers receive 7.5 hours (10 hours for Spec. Ed. Teachers) within the first year of employment. The training may include any and all of the following; DOE training, outside consultants, network providers. The workshops will include language methodology for teaching ELL's, acquisition theory, and NYSESLAT preparation strategy. In addition, the ELL Specialist from the Network will working closely with TCCS to provide ongoing support to all classroom teachers. She will offer professional development for all staff by highlighting best practices for ELLs. She's available to provide one to one coaching during school visits. Copies of agendas and attendance sheets for all professional development sessions will be maintained by the Related Service Provider Coordinator.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. TCSS will offer a full range of parent workshops to assist parents in working with their children as well as to help them improve their literacy and math skills. Staff is available at all times for translation. The PTA in collaboration with TCCS staff will plan activities to celebrate the various cultures represented in our school. Parents are invited to attend workshops from Teachers College.
2. TCCS's Related Service Provider Coordinator will do outreach to Community Based Organizations (Teachers College) to offer ELL parents support through workshops and suggest resources to help their children academically.
3. A parent survey will be distributed by the school and based on the needs expressed in the surveys, workshops are developed and offered to meet the specific needs. In addition, parents are invited to workshops designed to provide them with the skills necessary to assist their children at home. The workshops are offered in both Spanish and English to ensure that all parents understand the information being disseminated. Evaluations are collected at the end of each workshop to plan further. In the spring, the DOE distributes a parent survey that enables us to become aware of the parents' opinions of how the school is running and areas to improve on.
4. All parent involvement activities are offered based on the stated needs of the parents, and as the result of understanding the needs of the community the school serves. Activities may include health concerns and/or accessing health services, community safety issues, and activities for children during non school hours. This is in addition to the workshops specifically geared to school based issues and concerns and maintaining a strong home/school connection. Specifically, parents become better equipped to support their children academically. In turn they become activists for the school and support the schools' initiatives.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Fountas and Pinnell and TCRWP reading assessments are used to assess student's English reading levels. Teachers use this data to set goals and inform instruction. Students are being assessed in interims to ensure they're meeting their set goal. This data allows teachers to identify the strengths and weaknesses of students in their native language. Leveled libraries, guided reading books, and support from the TC consultant are all incorporated to address areas in need. Analysis of the NYSESLAT for the spring 2012 will identify which ELLs need additional help in the reading and writing strands of the assessment as compared to the listening and speaking components of the assessment.

2. TCCS is a 'new' school. There are no data patterns to analyze at this time.

3. We will analyze the NYSESLAT data for the upcoming Spring 2012 to inform our instruction. This data affects our decision in purchasing programs and materials that will target the areas in need. Professional development is planned to enhance knowledge and skills of staff members to target specific individual instructional needs. Teachers who are using the ELL Periodic Assessments to ensure alignment of planning and scheduling. TCCS will provide ELLs with additional instruction and support during extended day programs. Students will be grouped and instructed based on their NYSESLAT proficiency levels.

4. TCCS is a 'new' school. There are no data patterns to analyze at this time.

5. TCCS does not have a dual language program at this time.

6. The success of the programs for ELLs is evaluated by the outcomes of assessments, growth of students' progress, and analysis of student's work.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>TeachersCollegeCommunitySchool</u>		School DBN: <u>05M517</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeanene Worrell-Breeden	Principal		12/19/11
N/A	Assistant Principal		12/19/11
Leona Guerrido	Parent Coordinator		12/19/11
John Jackson	ESL Teacher		12/19/11
Tiffany E. Butts, PTA President	Parent		12/19/11
Alexandra Espinosa, K Teacher	Teacher/Subject Area		12/19/11
Marie Sarabia, K Teacher	Teacher/Subject Area		12/19/11
N/A	Coach		
N/A	Coach		
N/A	Guidance Counselor		
	Network Leader		
Sheree Raho, SE Teacher	Other <u>RSP Coordinator</u>		12/19/11
Margaret Maldonado	Other <u>Paraprofessional</u>		12/19/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 05M517 **School Name:** Teachers College Community School

Cluster: 2 **Network:** CFN 203

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

Part A: Needs Assessment Findings

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

Based on the demographics 82% of our population is African American. Most parents are able to read, write and speak English. Approximately 12% of our parents report that their home language is another language other than English. The languages spoken at home include: Italian, Japanese, Spanish, and Wolof (an African Dialect). However, parents prefer to converse in English with staff and students within the school setting.

Results of our Learning Survey revealed that 66% of parents prefer emails and updates on the school website as a way to communicate with parents. The survey also revealed that 33% prefer communication by written notices sent home via student backpacks or telephone and 1% considered traditional mail an option for communication.

Parent Surveys don't indicate a need for translation services. Parents will speak their native language at home. However, conversing in English is their preference within the school setting.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

As a result of our parent surveys, there is no need for translations services. Results were reported at PTA meetings, discussed at the School Leadership Team meetings and with staff during faculty meetings. Based on parental feedback during school visits, open houses, PTA meetings and other school activities; none of our parents require translation services in order to communicate with school staff. All are able to communicate in English.

Part B: Strategies and Activities

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

Written translations will be provided by the Translation Interpretation Unit for all school letters, flyers, calendars and other written forms of communication, if they are ever needed in the future.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services are provided at the school. Our school has a number of bilingual staff members who are readily available to assist in our translation needs. The parent coordinator is also available during Open School night, parent meetings and other activities that may require translation services. We also offer language assistance services, if needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will provide parents with language assistance services and instructions on how to obtain these services. The Notice for Parents regarding language Assistance Services (attachment A of the Chancellor's Regulation A-663) is posted on the bulletin board near the main office. The School Safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school administration. Phonemaster and Teltronics updated voice mail services are available in languages other than English.