

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

DBN: (i.e. 01M001):

05M517

School Name:

TEACHERS COLLEGE COMMUNITY SCHOOL

Principal:

JEANENE WORRELL-BREEDEN

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 05M517
School Type: Public School Grades Served: PreK - 3
School Address: 168 Morningside Avenue New York, New York 10027
Phone Number: 212-316-8080 Fax: 212-316-8085
School Contact Person: Jeanene Worrell-Breeden Email Address: JWorrel@schools.nyc.gov
Principal: Jeanene Worrell-Breeden
UFT Chapter Leader: Marie Sarabia
Parents' Association President: Tasha Lincoln, PA Co-President & Shavon Glover, PA Co-President
Michelle Kelly, Co-Chairperson & Jeanene Worrell-Breeden, Co-
SLT Chairperson: Chairperson
Student Representative(s): N/A

District Information

District: 5 Superintendent: Gale Reeves
Superintendent's Office Address: 425 West 123rd Street New York, New York 10027
Superintendent's Email Address: GReeves@schools.nyc.gov
Phone Number: 212-769-7500 ext. 233 Fax: 212-769-7619

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 203 Network Leader: Gabriel Feldberg

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jeanene Worrell-Breeden	*Principal or Designee	
Marie Sarabia	*UFT Chapter Leader or Designee	
Shavon Glover	*PA/PTA President or Designated Co-President	
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>	
Nancy Streim	CBO Representative, Community Collaborator Teachers College	
Jennifer Bomwell	Member/ Parent Member	
Michelle Kelly	Member/ Parent Member	
Diane Tinsley	Member/ Parent Member	
Rick Nacius	Member/ Parent Member Co-Chair	
Alexandra Espinosa	Member/ UFT Member	
Carissa Sinanan	Member/ UFT Member	
Margaret Maldonado	Member/ UFT Member	
Joel Mentor	Member/ Community Collaborator CB9	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Teachers College Community School (TCCS) is a growing public PreK-8 school that is presently at third grade. TCCS is a high quality non-selective option for children living in community school districts 5 and 6. The school's mission is to prepare each student with high levels of skill, knowledge and competence to flourish in secondary and post-secondary education and in the 21st century global society. A fully-inclusive model that brings together children of different backgrounds and abilities, while the instructional program responds to children's individual learning needs and strengths. There are systems and resources that support children's development, not just academically, but also socially, emotionally and physically.

A central tenet of the school's vision is that it serves the surrounding community with integrated services for children and families that encourage happy/healthy living, high educational aspirations and social engagement. Early childhood education, family engagement, social and emotional support services and extended school learning experiences establishes the school as a hub for community programming.

The academic program emphasizes high standards, educational opportunity and innovation. The School's instructional program has six core features: 1) educational foundations that develop children's knowledge and skills in core disciplines; 2) learning about the world that enables students to succeed in our 21st century global society; 3) independent inquiry that fosters creativity and engagement among young learners; 4) an inclusive environment that brings together people of different backgrounds and abilities; 5) technology that is integrated into everyday learning; and 6) holistic supports that attend to children's academic, social, emotional and physical wellbeing.

Teachers College has 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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The Teachers College Community School (TCCS) is a relatively new school that opened in September 2011 with only kindergarten students. This year (2014-2015), we have grown to include Grade 3. There are no long-term trends to assess or analyze, based on NYS testing data. Therefore, our needs assessment is based on the 2013-2014 results from our Quality Review, School Survey, and MOSL data as reported by the NYCDOE and the NYSED.

As detailed below, our MOSL ELA results indicate that on average 85% of all students are performing at levels 3 and 4. While we are pleased with overall results, we are concerned with a downward trend from kindergarten (89%) to grade one (84%), then grade two (83%). We would rather see an upward trend that indicates the more time students spend at TCCS, the higher their achievement levels. Also, the NYSED ELA results indicate a growing achievement gap between White students (94%) and Black (84%) and Hispanic (75%) students that we must address now before it widens any further.

TCCS (MOSL) data 2014 as reported by DOE

ELA

	Level 1	Level 2	Level 3	Level 4	Total	% at Levels 3 & 4
K	2	3	25	16	46	89%
1	2	6	18	24	50	84%
2	1	7	25	14	47	83%
Total	5	16	68	54	143	85%

TCCS summary (MOSL) data 2014 as reported by NYSED

ELA

	Level 1	Level 2	Level 3	Level 4	Total	% at Levels 3 & 4
Total	3%	11%	48%	38%	143	86%
Black	2%	14%	56%	28%	64	84%
White	3%	3%	37%	57%	30	94%
Hispanic	11%	14%	43%	32%	28	75%
Asian	0%	8%	42%	50%	12	92%
SWD	27%	9%	56%	9%	11	65%
Economically Disadvantaged	4%	17%	49%	30%	71	79%

Our MOSL Math results indicate that on average 86% of all students are performing at levels 3 and 4. The Math results reveal a different trend than ELA. The percentage of kindergarten students scoring at levels 3 and 4 is 91%. There is a dip in first grade to 80%. However, by second grade the number of students scoring at levels 3 and 4 is back up to 89%. We need to examine what is occurring at the first grade level to cause such a dip. The NYSED Math results mirror the ELA results. There is a growing achievement gap between White students (97%) and Black (83%) and Hispanic (78%) students that we need to examine and address.

TCCS (MOSL) data 2014 as reported by DOE

Math

	Level 1	Level 2	Level 3	Level 4	Total	% at Levels 3 & 4
K	2	2	28	14	46	91%
1	4	6	24	16	50	80%
2	1	4	30	12	47	89%
Total	7	12	82	42	143	87%

TCCS summary (MOSL) data 2014 as reported by NYSED

Math

	Level 1	Level 2	Level 3	Level 4	Total	% at Levels 3 & 4
Total	5%	8%	57%	29%	143	86%
Black	6%	11%	69%	14%	64	83%
White	3%	0%	57%	40%	30	97%
Hispanic	7%	14%	39%	39%	28	78%
Asian	0%	0%	50%	50%	12	100%
SWD	27%	9%	36%	27%	11	63%
Economically Disadvantaged	7%	17%	55%	21%	71	76%

Part 2 – Annual Goal

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

By June 2015, 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 Fountas & Pinnell running record results and NYS Examinations (Grade 3).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high- 			

<p>need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>1. Through the <i>Teachers College Reading and Writing Project</i> we focus on capacity building for the school by providing intensive training for key staff like the principal, lead teacher and classroom teachers. We accomplish the establishment of model and demonstration sites (classrooms) on every grade to provide hands-on experiences for teachers.</p> <p>Professional development is continuous and reflective of the activities supported in the <i>Teachers College Reading and Writing Project's</i> units of study. We conduct study groups, teacher meetings and workshops where staff plan for results and study best practices as a part of their training. The two <i>Teachers College</i> staff developers spend three cycles of full-day support over eight months in the school; helping us to realize many things about student and educator learning.</p> <p><i>Teachers College Reading and Writing Project</i> employs a complete approach to literacy that utilizes instructional approaches for reading and writing that are supported by research. During a two and a half-hour daily block, there is thirty minutes of word study instruction, a one-hour reading workshop, and a one-hour writing workshop. The workshops are designed to make sure students develop strong reading and writing skills in many different genres. During the block, there is whole class instruction as well as one-on-one and one-on-four teaching. The combination of these approaches has been shown to be the most effective approach to literacy instruction. The design includes classroom rituals and routines designed to cultivate effective teaching and learning (Black and William, 1998).</p> <p>This approach to literacy instruction is consistent with the comprehensive review of research conducted by the National Research Council. The NRC defines adequate reading instruction as that which helps children obtain meaning from print, understand the sounds of individual and groups of letters and the specifics of spelling-sound relationships, and understand the structure of words and the nature of the writing system (National Research Council, 1998). According to the NRC, a complete approach to literacy attends to oral language, the recognition of letters, phonemic awareness, decoding skills, comprehension, writing, spelling, and grammar and provides frequent opportunities to read and write.</p>	<p>All pedagogical staff</p>	<p>Sept. 2014 - June 2015</p>	<p>Principal, staff developers, consultants, lead teacher</p>

<p><i>Teachers College Reading and Writing Project</i> also provides staff with training to translate workshop concepts, methodologies, strategies, approaches and techniques into effective use of technology, and addressing the standards.</p>			
<p>2. TCCS has 18 students with IEPs; and only 5 are in self-contained classrooms. The remaining 13 are in general education classrooms receiving related services. We presently have 7 ELLs; 1 at the beginner level, 2 at the intermediate level and 4 at the advanced level.</p> <p>While our populations of English language learners and children with special needs are relatively small, all subgroups benefit from our comprehensive instruction model whether they are in general or special education classrooms; since this approach to literacy and math is schoolwide.</p>	<p>All pedagogical staff</p>	<p>Sept. 2014 - June 2015</p>	<p>Principal, staff developers, consultants, lead teacher, special education liaison, ESL specialist</p>
<p>3. TCCS values parents as learning partners and this is celebrated by their outstanding participation in our school community. Our parent coordinator has fostered close relationships with our parents by being a strong resource as she is sought out for assistance in facilitating workshops, seeking summer resources for students and maintaining a link to the CEC and district level community.</p> <ul style="list-style-type: none"> • Every student has a communication folder where teachers can inform parents about their child’s progress and any other information they feel they want to share with parents. Parents can communicate with the teacher about their child’s progress, questions they have about their child or share information with the teacher. • Using Global Connect, we communicate events, absences, lateness and announcements about PA meetings. • We have an active Parent Association. The PA is proactive and highly successful in reaching out to parents and inviting them to attend meetings and workshops. • We had 98% parental attendance at the November 2014 Parent Teacher Conferences. • TCCS has an interactive Google site where parents can get vital school information, such as: the principal’s monthly address, a monthly calendar of school events, details on upcoming workshops, school trips, minutes from PA and SLT meetings, details regarding ongoing research and studies being conducted in the school, weekly highlights from teachers, class pictures and movies, etc. • In addition, TCCS is implementing family education programs designed to help parents to better assist their 	<p>Parents</p>	<p>During parent engagement period, PA meetings, SLT meetings; from Sept. 2014 – June 2015</p>	<p>Principal, parent coordinator, PA Board, SLT Members, classroom teachers</p>

children, further their own education, and become active school participants.			
4. Parents are invited to view classroom practices the first Friday of every month at TCCS. Each month there is a different instructional focus. So, parents are able to view the full educational experience their child is receiving. After each 'Parents as Learning Partners' session, the principal holds a debriefing. This is an open forum for parents to comment/ask questions on whatever they have viewed that morning or address any other concerns they may have in general. This type of open access has strengthened the home/school connection and built trust within the entire school community.	Parents	First Friday of every month from Sept. 2014- June 2015	Principal, classroom teachers

Part 4 – Resources Needed

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

The human and instructional resources required are: securing contracted consultants/ staff developers, classroom teachers, support staff, specialty teachers, professional texts, extensive classroom libraries (leveled & by genre) and instructional materials.

In addition, the scheduling blocks of time for teacher professional development requires per-diem subs for coverage.

Part 5 – Budget and Resource Alignment

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

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

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

Part 6 – Progress Monitoring

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

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

During the school year, data is collected schoolwide across 4 benchmarks (Sept/Oct, Dec/Jan, Mar/Apr and May/June) in the areas of literacy. This data is analyzed and instructional decisions are made regarding:

delivery of intervention services, other support services, promotion, evaluations, etc.

- We use a ‘Planning for Results’ system to measure ongoing student progress. This unique management system requires the constant analysis of students’ formative data (running records, performance assessments, learning progressions, teacher observations, conferring notes and classroom assessments). Such analysis, in turn, is the basis for ongoing adjustments in the instructional program to meet the needs of students. The planning system is designed to produce a culture in which results become the entire focus of staff attention.
- All teachers utilize data to make instructional decisions across a schoolwide continuum.
 - Teachers assess and identify at-risk students within their classrooms and target instruction in small groups or one-on-one instruction for improvement.
 - If a classroom teacher determines that the Tier 1 interventions he/she has administered have not yielded the desired results, they will make a referral to the Academic Intervention Team (AIT).
 - The AIT will analyze the data submitted by a classroom teacher and make a recommendation for Tier II intervention services or alternative Tier 1 interventions for the classroom teacher to attempt.
 - If the AIT’s data analysis reveals the need for more targeted intervention by a specialty teacher. The team will assess, analyze and develop a personalized individual plan (PIP) to best serve the student’s identified area(s) of need.
 - The AIT will continue to analyze student data and monitor student progress or lack thereof.
 - AIT members will analyze whether: interventions were successful, if additional or alternate intervention services are required.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

QR Indicator #1 (What the school does well...)

Exceptional in-house support services provide students with consistent conditions to succeed socially and academically, thus creating an environment that is highly conducive to learning.

- Our school culture and climate team 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 positive social, emotional, and academic competence. The second goal is to provide comprehensive interventions for teachers and parents that are targeted at treating and reducing challenging behavior in young children.

TCCS has created a school culture and climate team that developed school-wide rules and procedures that reinforces what teachers are implementing inside the classroom. This team works 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-regulating strategies such as effective problem solving.
- Increase emotional awareness by labeling feelings, recognizing the differing views of self and others.
- Promote academic success.
- Increase self-esteem and self-confidence.

However, we also noted that because we are a partnership school (TC/DOE) there is a need for the entire school community to meet periodically to ensure overall consistency. Therefore, during the spring semester of the 2013-2014 school year, all stakeholders (including TCCS staff, Teachers College faculty, school leaders, and parents) started a series of conversations around the best way to maintain a rigorous academic program and support students’ social and emotional growth. Additionally, the school community and leaders considered the Quality Review recommendations around creating a supportive environment. Overall, students have a strong sense of community in their classrooms and the school supports students in their social emotional growth by providing counseling, play-based and inquiry-based social activities, and seeks to build strong relationships between students and staff members.

However, it continues to be important that the school maintains a high level of instructional rigor for all students and that student engagement remains high. As our school population increases and student needs are increasingly diverse, instruction must be adjusted to be accessible to all learners. In order to fuel student engagement, instruction and meaningful opportunities for students to interact with new material must be differentiated depending on student functioning level as well as preferred learning style. Student engagement is built when students are provided with varied supports as well as extra challenges and are able to participate in learning tasks that involve high levels of student choice.

It is also important that the school as a whole, classroom teachers, specialty teachers, and service providers are actively and effectively communicating with parents. Engaged families who know the expectations of the classroom, the curriculum, and the way in which they can support their child’s learning will go even further in

creating a classroom culture where students feel safe, supported, and challenged. The school aims to create a successful and strong school and classroom culture by building student engagement as well as overall family engagement. We aim to create more opportunities for families to participate in the classroom.

Part 2 – Annual Goal

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

By June 2015, 85% of students will demonstrate increased levels of engagement during instructional periods as measured by schoolwide rubrics created with Indicators of Engagement from the Danielson Framework, supplemented by non-evaluative peer observations, informal and formal principal observations, and teacher-led inquiry groups on differentiation and positive behavioral supports.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teacher-led inquiry groups that focus on areas to support student engagement (differentiation and positive behavior supports), including discussion of texts “The Well Managed Classroom” and “More Tools for Teaching Social Skills in School.”	All pedagogical staff	Sept. 2014 – June 2015	Principal, teacher leaders, classroom teachers
Principal feedback for informal and formal observations focused on strategies to strengthen student engagement. Peer observations facilitated by use of video camera to document and share effective practices to elicit student engagement. This practice reinforces the trust and open dialogue we share as a school community and between our colleagues.	All pedagogical staff	Sept. 2014 – June 2015	Principal, teacher leaders, classroom teachers
Classroom teachers send home weekly classroom and curricular updates as well as respond to parent concerns via email, offer parent workshops, etc.	Parents	Sept. 2014 – June 2015	Principal, teacher leaders, classroom teachers

High-need subgroups (ELLs/ SWD) supported by the addition of an ESL Teacher and a Special Education Liaison. Staff members with expertise in supporting the engagement of students with high-needs invited to share best practices during teacher-led professional development throughout the year.	All pedagogical staff	Sept. 2014 – June 2015	Principal, teacher leaders, ESL specialist, special education liaison
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Part 4 – Resources Needed

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

The human and instructional resources required are: securing contracted consultants/ staff developers, classroom teachers, support staff, specialty teachers.

In addition, the scheduling blocks of time for meetings requires per-diem subs for coverage.

Part 5 – Budget and Resource Alignment

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

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

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

Part 6 – Progress Monitoring

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

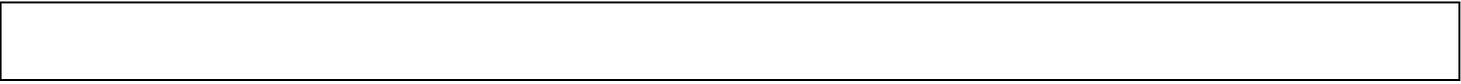
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

During the school year, data is collected schoolwide across 4 benchmarks (Sept/Oct, Dec/Jan, Mar/Apr and May/June) in the areas of literacy and mathematics. This data is analyzed and instructional decisions are made regarding: delivery of intervention services, other support services, promotion, evaluations, etc. (See additional progress monitoring deals on page 14.)

The SLT will also review teacher evaluation sheets to view the effectiveness of the professional development activities provided.

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

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



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

QR Indicator #4 (What the school does well....)

The principal supports teacher development through frequent observation and feedback cycles aligned to professional development with a focus on improving instructional practices throughout the school.

- At TCCS the principal shares frequent, specific, and timely feedback with staff across Danielson domains and components. An Advance talent coach visits the school and supports the principal on the accuracy and meaningfulness of feedback.
- All teachers elected to be video-taped and these videos are used to build coherent practices across classrooms. During individual conversations with teachers, the principal infuses formative and summative assessment results, including student work products, and uses this information to tailor professional development sessions to identified teacher needs.
- New teachers receive mentoring support from an experienced pedagogue. At the beginning of the school year, the principal met with teachers who self-assessed their needs. Based on teachers’ feedback, they developed professional goals and participate in monthly specialty group sessions at Teachers College to support their identified area(s) of growth. As a result, several teachers continue to refine their pedagogical practices and exhibit understanding of grade appropriate strategies that elicit basic student understanding.

As our school continues to expand each year, it remains an important goal for new teachers and staff to develop a sense of the strong, cohesive school culture and the importance of the idea that everyone in the building is part of a community of learners. Building capacity in teachers is an important overall goal for Teachers College Community School. As a school community, through staff discussions, and the summer retreat that all teachers participated in, the teachers agreed that not only do they want to have a strong classroom community, but to have a stronger professional learning community.

Teachers agreed that they wished to continue the professional development support regarding the reading and writing curriculum, as well as continue to receive support from the math curriculum expert. However, they expressed a need to have more collaborative planning time, in order to plan coherently, share experiences, and to reassess the needs of the grade in order to consistently plan for gradewide rigorous tasks and lessons that could lift the level of overall instruction.

Teachers also expressed a desire to carve out a time to turnkey information gathered from outside professional development activities (TCRWP Calendar Days, 80 minute project, DOE workshops, etc.). Additionally, as the school expands, it became clear that newer staff members needed a deeper understanding of the Danielson Framework and how that tool could be used as a formative tool for professional growth and goal setting.

Part 2 – Annual Goal

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

By June 2015, 100% of teachers increase their knowledge of the Danielson Framework as measured by formal and informal observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>17. Strategies to increase parent involvement and engagement</p> <p>18. Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>New staff members will participate in at least two cycles with an Interschool Teacher Development Coach (TDC). TDCs partner with teachers and school leaders to deepen their knowledge of <i>Advance</i>, assessment of student progress, and the <i>Framework for Teaching</i> to help them reflect and grow as they meet their students' needs. Based on the school’s instructional priorities, the principal identifies focus area(s) with the TDC. There are six distinct modules that can be tailored to the school’s priorities. In addition to the module-specific goals, the modules are designed to help develop teacher leadership in order that:</p> <ul style="list-style-type: none"> • Teachers will take the lead in facilitating professional learning. • Teachers will work in cohesive teams to enhance their professional knowledge, engage in peer coaching conversations, and strengthen their teaching practices using the <i>Framework for Teaching</i>. 	<p>New pedagogical staff</p>	<p>Oct. 2014 – June 2015</p>	<p>Principal, Teacher Development Coach, teacher leaders</p>
<p>The Professional Development Committee, which consists of a teacher representative of every grade level, a special educator, a teacher of ELLs, along with our administrator; will plan a professional development schedule that will allow teachers to turnkey information gathered at outside professional development opportunities as well as present professional development sessions in their selected area of expertise.</p>	<p>All pedagogical staff</p>	<p>Sept. 2014 – June 2015</p>	<p>Principal, teacher leaders</p>

<p>Partnering with Teachers College, TCCS teachers will receive two consecutive periods of grade-level common planning time per week (on Wednesday afternoons) in order to foster collaboration and coherence amongst teachers. Additionally, the Google Drive was created for teachers to upload lesson plans, notes from professional development sessions, curriculum maps, and other instructional supports. This information is now placed in a location that can be accessed by all staff to support cohesive planning and instruction across classrooms as well as grade levels.</p>	<p>All pedagogical staff</p>	<p>Common planning time, 80-minute PD period; Sept. 2014 – June 2015</p>	<p>Principal, teacher leaders</p>
<p>All teachers will participate in in-house professional development opportunities, including social studies/science planning with experts at Teachers College, literacy planning and coaching with staff developers from <i>TCRWP</i>, and math planning and coaching with a consultant from <i>Metamorphosis</i></p>	<p>All pedagogical staff</p>	<p>Common planning time, 80-minute PD period; Sept. 2014 – June 2015</p>	<p>Principal, staff developers, consultants, lead teacher, special education liaison, ESL specialist</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>The human and instructional resources required are: securing contracted consultants/ staff developers, classroom teachers, support staff, specialty teachers.</p> <p>In addition, the scheduling blocks of time for meetings requires per-diem subs for coverage.</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
<p>X</p>	<p>Tax Levy</p>		<p>Title I Basic</p>		<p>Title IIA</p>		<p>Title III</p>		<p>Grants</p>
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p>Teachers College will have an ongoing role in the school, and share accountability for student success. Through this affiliation TC commits to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assist in the development and evaluation of curriculum <input type="checkbox"/> Participate in school governance, planning and operations <input type="checkbox"/> Provide professional development for teachers <input type="checkbox"/> Provide mentors, tutors and interns to enrich learning <input type="checkbox"/> Build public and private partnerships to support the school 									

Part 6 – Progress Monitoring

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

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

During the school year, data is collected schoolwide across 4 benchmarks (Sept/Oct, Dec/Jan, Mar/Apr and May/June) in the areas of literacy and mathematics. This data is analyzed and instructional decisions are made regarding: delivery of intervention services, other support services, promotion, evaluations, etc. (See additional progress monitoring deals on page 14.)

The SLT will also review teacher evaluation sheets to view the effectiveness of the professional development activities provided.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

As a school, effective communication is important and necessary in order to continue to nurture the professional growth of teachers. Part of creating a strong school community is creating an open door policy with the staff and developing the leadership capacity among teachers in order to grow strong teacher leaders. Additionally, it is important for effective leaders to provide teachers with choice about areas of professional development growth, guidance for professional growth areas, and to provide teachers with the support that will ultimately drive student achievement.

Part 2 – Annual Goal

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

By June 2015, 100% of teachers, in consultation with the school principal, will have identified a professional growth area and use this area to select at least three relevant professional developmental opportunities.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Teacher leaders will participate in the Teacher Leadership Program (TLP). TLP is a one year program that builds the capacity of teacher leaders to develop their instructional and	Teacher leaders	October 2014- June 2015	Principal, UFT Chapter Leader, Special Education

<p>facilitative leadership skills in three distinct ways.</p> <ul style="list-style-type: none"> • First, teacher leaders are trained to facilitate teacher teams that utilize the analysis of data and student and teacher work to improve instructional strategies that are Common Core-aligned. • Second, teacher leaders are taught research-based practices aligned to the Quality Review Rubric that assist in guiding the professional growth and critical reflection of their colleagues. • Third, teacher leaders will learn peer coaching skills and use Danielson’s <i>Framework for Teaching</i> to support their colleagues in the process of engaging in reflective practices to improve instruction. Upon completion of the program, participants may choose to remain in teacher leadership roles within their schools and/or consider applying to a school building leader preparation program to further develop their leadership skills for future roles as school leaders. 			Liaison
<p>Teacher-led professional development and inquiry work during weekly common planning and professional development period.</p> <p>Teacher-led workshops will draw from teachers’ areas of expertise, including using differentiation to support students with disabilities and English language learners. Inquiry work will also address creating inclusive classrooms that address needs of diverse students, including students with disabilities and English language learners.</p>	All pedagogical staff	Wednesday afternoons 3:00-4:15pm	Principal, teacher leaders
<p>TCRWP Calendar Days, TCRWP 80-minute Project, PD sessions offered by the Office of English language learners and children with special needs (TCICP), STEM offerings, Metamorphosis Teaching & Learning Communities offerings, etc.</p>	All pedagogical staff	Select days during the 2014-2015 school year	Principal, teacher leaders, contracted vendors
<p>Parent workshops on: the importance of data driven instruction, how to support a child’s reading, writing or math skills at home, intervention services available for a child if he or she is at-risk of not meeting required benchmarks, etc.</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Family Curriculum Nights</i>. <input type="checkbox"/> <i>Home/School Connection</i> monthly submissions to our school website regarding school’s initiatives throughout the year <input type="checkbox"/> Continued relationships with CBO’s to promote school’s schoolwide initiatives <input type="checkbox"/> School Leadership Team retreats 	Parents	During parent engagement period, PA meetings, SLT meetings; from Sept. 2014 – June	Principal, parent coordinator, PA Board, SLT Members, classroom teachers

Part 4 – Resources Needed

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

The human and instructional resources required are: securing contracted consultants/ staff developers, classroom teachers, support staff, specialty teachers.

In addition, the scheduling blocks of time for meetings requires per-diem subs for coverage.

Part 5 – Budget and Resource Alignment

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

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

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

Part 6 – Progress Monitoring

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

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

The Professional Development Committee will review master calendar for teacher participation rates, teacher evaluation sheets to view effectiveness of the professional development activities provided, and our shared Google Drive to examine teacher artifacts.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

QR Indicator #2 (What the school does well....)

School leaders share their high expectations with staff and effectively communicate with families, who have high praise, resulting in productive home-school partnerships that support student success.

- This QR indicator is also reinforced by our School Survey results. Parent satisfaction with the school is positive, scoring 9 out of 10 points overall, with 97% of our parents participating in the survey.

Most parents at TCCS are active participants in the school. 98% attended parent teacher conferences, and 85% reported participating in at least two school events a year (School Survey, 2014). Approximately, 35-40 parents signed up each month for Parents and Learning Partners, where they can participate in their child’s classroom for 45 minutes during instructional time, followed by an open-ended discussion during Coffee with the Principal. Parents are also active in school development. There are subcommittees of the SLT that worked on the CEP, plan curriculum workshops (ex; common core initiatives), plan field trips, welcome new families, prepare the parent body for NYS testing and monitor development of the after school program.

Teachers College continues to play a large role in enhancing the instructional program. It has a full time liaison on site, supplies 11 Zankel Fellows as classroom assistants and tutors, 6 student interns in literacy, science and psychology, and funds Wednesday afternoon specials so that all teachers have an extended common planning period once a week. This year, we are continuing the Partnership Conversations started last spring with TCCS parents and staff, and TC faculty. The monthly meetings are structured to collectively identify the strengths and areas in need of improvement of the partnership between TCCS and TC, and for subgroups to work on solutions to improve it.

Community Board 9, the West Harlem Development Corporation and our City Council representative are strong supporters of TCCS. A member of the CB9 Youth, Education and Libraries Committee has a seat on the SLT. The former and current City Council members have provided Reso-A funds for upgrades to the multipurpose room and the library. TCCS, in partnership with TC, hosts a visit and update for elected officials and community leaders every fall and spring.

The school maintains strong relationships with a number of community organizations. HypotheKids, a science education group headed by a TCCS parents, provides weekly STEM enrichment during the school day and in the after school program. Through an SLT parent member, TCCS has formed a relationship this year with Asphalt Green, through which our 3rd grade students are taking weekly swimming lessons at the PS 125M pool.

Also, the TCCS PA Board is expert in getting community support for all their annual events, such as: the NYPD Community Affairs Division, the FDNY, NYC Parks and Recreation, Community Board 9, and the West Harlem Development Group; just to name a few.

Part 2 – Annual Goal

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

By June 2015, 85% of families will have attended at least two schoolwide events or Parent Association activities.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>37. Strategies to increase parent involvement and engagement</p> <p>38. Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parent workshops on: the importance of data driven instruction, how to support a child’s reading, writing or math skills at home, intervention services available for a child if he or she is at-risk of not meeting required benchmarks, etc.</p> <ul style="list-style-type: none"> • <i>Family Curriculum Nights.</i> • <i>Home/School Connection</i> monthly submissions to our school website regarding school’s initiatives throughout the year • Continued relationships with CBO’s to promote school’s schoolwide initiatives • School Leadership Team retreats • Monthly PA Meetings that highlight school initiatives 	<p>Parents</p>	<p>During parent engagement period, PA meetings, SLT meetings; from Sept. 2014 – June</p>	<p>Principal, parent coordinator, PA Board, SLT Members, classroom teachers</p>

Part 4 – Resources Needed

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

The human and instructional resources required are: securing contracted consultants/ staff developers, classroom teachers, support staff, specialty teachers.

In addition, the scheduling blocks of time for meetings requires per-diem subs for coverage.

Part 5 – Budget and Resource Alignment

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

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

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

Part 6 – Progress Monitoring

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

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

By the end of January 2015, the SLT will review parent workshop attendance sheets from the PA Board, Classroom teachers and sub-committees to calculate parent participation in parent engagement events.

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Fountas and Pinnell Running Records, Performance assessment Data, Teacher observations	<p>Fundations: Wilson Fundations for K-2 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>Reading Rescue: 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</p>	<p>Fundations: 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 in Grades K-1.</p> <p>Reading Rescue: 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</p>	<p>Fundations: Services are provided during the school day.</p> <p>Reading Rescue: Services are provided during the school day.</p>

		<p>and skills usually associated with reading clinicians.</p> <p>Connections Academy: This teacher-created program will focus on strengthening 3rd grade students' skills in reading, writing, and math to support students in meeting grade-appropriate Common Core Learning Standards.</p>	<p>paraprofessionals will implement this intervention 1 to 1 daily for 30 minutes.</p> <p>Connections Academy: Classroom teachers will provide whole-group and small-group instruction based on student needs.</p>	<p>Connections Academy: Two hours afterschool twice a week for ten weeks.</p>
<p>Mathematics</p>	<p>Math Baseline Assessment, Teacher Observations</p>	<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> <p>Small Group Math Support: Small group math support is provided to at-risk 2nd and 3rd grade students once a week to re-teach critical concepts or lessons from the prior week as well as support achievement of grade-level standards.</p>	<p>MathemAntics: A team of graduate students trained by Dr. Ginsburg implement the program twice per week for students identified as “at-risk” in mathematics.</p> <p>Small Group Math Support: Graduate students work with groups once per week.</p>	<p>MathemAntics: Services are provided during the school day.</p> <p>Small Group Math Support: Support is provided during the school day both in and out of classrooms.</p>

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. Teachers college graduate students provide additional periods of science to first and second grade once a week. 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.)		Intervention services are offered by school psychologist trainees and interns from Teachers College through teacher consultation. This service assists teachers in the	Small group counseling sessions 2-3 times per week and individual cases. Services include social skills, counseling and conflict resolution.	Services are provided during the day and extended day sessions.

		<p>modification and adaptation of curriculum and the development of behavior instruction plan for “at-risk” students. TC school psychologist trainees have also been instrumental in training staff to utilize the ‘Dina Dinosaur’ early prevention program.</p> <p>We also refer parents to the programs provided by the Office of School and Community Partnerships, which enables 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. Furthermore, our partnership with Teachers College provides support services that are woven into our school fabric to better serve the community. Past examples include offering activities related to anger management, bereavement counseling, conflict resolution, play</p>	<p>Case subjects meet with a counselor once a week for a cycle of 6 weeks.</p>	
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		therapy and referrals to mental health and community agencies.		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,105,370.00		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

TCCS Parent Involvement Policy (PIP)

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

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

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

the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the

school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

TCCS School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and

interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 05	Borough Manhattan	School Number 517
School Name Teachers College Community School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Jeanene Worrell-Breeden	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Alexandra Espinosa	Guidance Counselor N/A
Teacher/Subject Area Marie Sarabia, First Grade	Parent Shavon Glover
Teacher/Subject Area Margaret Maldonado, Kindergart	Parent Coordinator Leona Guerrido
Related Service Provider Sheree Raho, RSP Coordinator	Other type here
Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	149	Total number of ELLs	4	ELLs as share of total student population (%)	2.68%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	1	0												1
Pull-out		3												3
Total	1	3	0	4										

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	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 SWD. [?](#)

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	4	0	0	0	0	0	0	0	4	
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														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		3											
	P													
READING/ WRITING	B													
	I													
	A		3											
	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 (SWD)					0

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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. Analysis of the NYSESLAT for the spring 2013 identified 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. Leveled libraries, guided reading books, and support from the TC consultant are all incorporated to address areas in need.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
All of our ELLs across kindergarten and first grade are at the advanced proficiency level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We will analyze the NYSESLAT data from Spring 2013 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. The RNMR report from ATS is not available. Therefore, the AMAO cannot be calculated.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here: We do not administer these exams because we are currently a PreK- 2 school.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

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.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here: In order to plan appropriate instruction for ELLs to develop their language and content needs, all ELLs are assessed informally by the ESL teacher. When available, the NYSESLAT scores are used, as well. All content is aligned to the students' grade levels and reading materials are match to their reading levels. For students who are literate in their native language, they are encouraged to write in that language. If there is a teacher or student in the school who speaks the same language, we try to pair them up when necessary.

7. For dual language programs, answer the following:

- 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?

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

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the programs for ELLs is evaluated by the outcomes of assessments, growth of students' progress, and analysis of students' work, NYSESLAT results and Fountas & Pinnell independent reading levels.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Paste response to questions 1-6 here

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 2013–2014 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. 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.
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 request for transfer will be forwarded to: ELLProgramTransfers@schools.nyc.gov. Parents are then notified of their child's placement within 10 days. 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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. 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.

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 invited to an orientation where program descriptions are detailed and parents decided which program they want their child to participate in. 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. All parents of our 4 ELLs have chosen the free standing ESL program. However, in the future as our ELL population grows, if there are 15 or more students speaking the same language in one or two contiguous grades, and parents choose a different program, TCCS will have to open that program.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here: Students are identified utilizing the RLAT report form ATS in addition to the ESL teacher's roster.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [🔗](#)

Paste response to question here: Our program model (free standing ESL) is aligned with our parent requests this year and in previous years.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The Teachers College Community School (TCCS) is a relatively new school that opened September 2011 with two kindergarten classes. We grow a grade per year and presently have grades PreK through 2. We have a small staff consisting of 7 classroom teachers, two special education teachers, and three paraprofessional. This year (2013-2014), we have one incoming student in kindergarten identified as English Language Learners (ELL) and three on first grade. Our certified ESL teacher will be providing ESL services to our ELLs.

- 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 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.
- 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. 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)?

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. For students who scored at the advance level, they also receive ELA instruction. 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 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 will meet the mandated units of instruction for ELLs using a Freestanding ESL program implementing a push-in 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 inside the regular classroom to tailor and scaffold the learning by adapting and modifying instructional learning into mini-strategy lessons. Ms. Espinosa will reinforce concepts introduced and structure her teaching based on the proficiency level of the ELLs within the group.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
4. TCCS is a small school with grades PreK through Grade 2 and four ELLs, 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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The annual administration of the NYSESLAT along with analysis of conferring notes, student writing samples from performance assessments and running records.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. 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.

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

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

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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 ①

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:

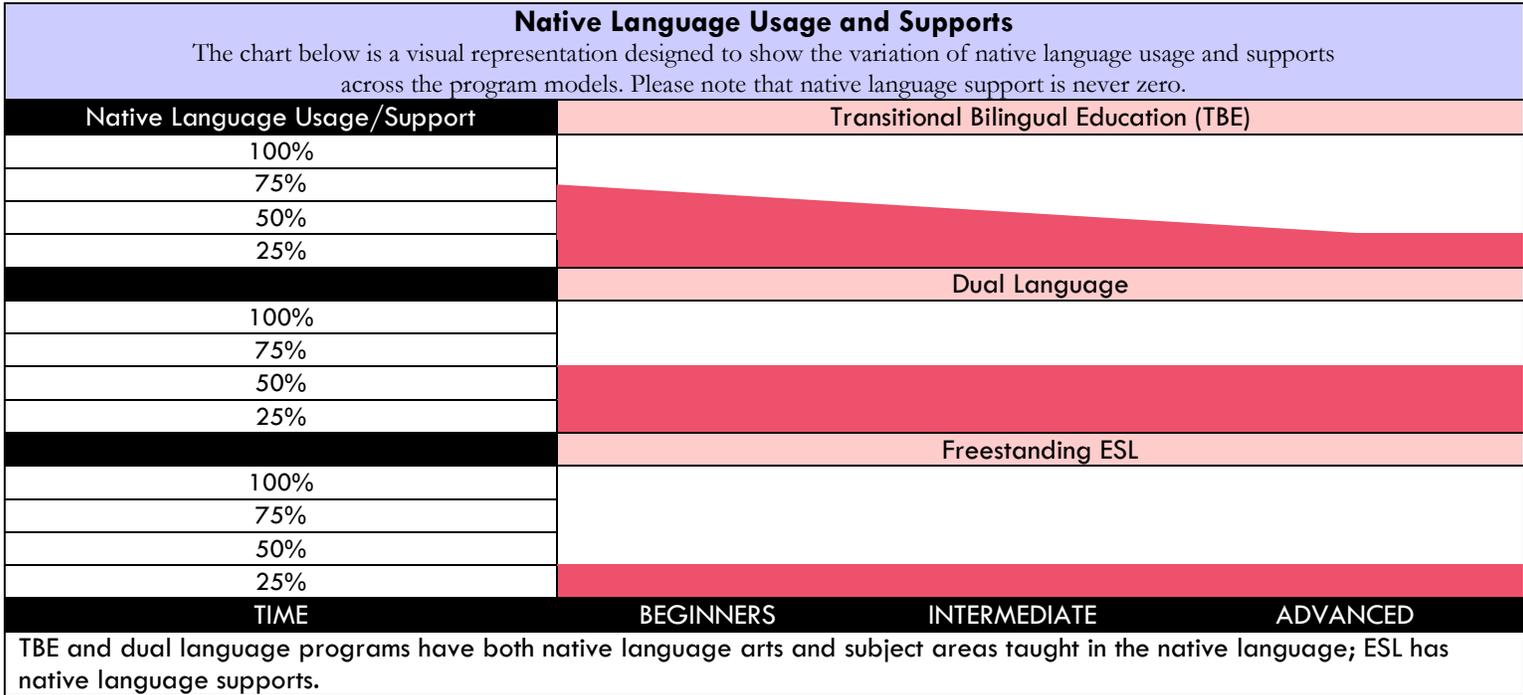
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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	45 minutes per day	45 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Paste response to question here: The one ELL that was present during the 2011-2012 year has left the school and moved to Massachusetts. The 3 ELLs we currently have enrolled scored at the beginning proficiency level on the LAB-R in the fall of 2012 and scored at the advanced level on the NYSESLAT in the spring of 2013.
11. What new programs or improvements will be considered for the upcoming school year?
- 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.
12. What programs/services for ELLs will be discontinued and why?
- No decision has been made to discontinue any programs and/or services at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
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.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
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.
18. What language electives are offered to ELLs?
TCCS does not offer language electives.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1&2. 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 collaboratively 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. Teachers also attend calendar days at Teachers Collged that focus on strategies for ELLS.

3. 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.

4. 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.

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

School Name: TeachersCollegeCommunitySchool

School DBN: 05M517

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeanene Worrell-Breeden	Principal		11/1/13
N/A	Assistant Principal		
Leona Guerrido	Parent Coordinator		11/1/13
Alexandra Espinosa	ESL Teacher		11/1/13
Shavon Glover, PA Co-President	Parent		11/1/13
Marie Sarabia, 1 st Gr. Teacher	Teacher/Subject Area		11/1/13
Margaret Maldonado, K Teacher	Teacher/Subject Area		11/1/13
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Sheree Raho	Other <u>RSP Coordinator</u>		11/1/13
Sergio Gonzalez	Other <u>Paraprofessional</u>		11/1/13
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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.

While our demographics reveal a diverse student population: 42.5% African American, 21.67% White, 18.33% Hispanic, 8.33% Asian, 5.83% Multi-racial, and 3.33% American Indian; most parents are able to read, write and speak English. Approximately 27% of our parents report that their home language is another language other than English. The languages spoken at home include: Spanish, Italian, Japanese, Mandarin Chinese 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 indicate a limited need for translation services. Most 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 a limited 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; two of our parents require translation services in Spanish, in order to communicate with school staff. The rest 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.

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. Global Connect and Mitel updated voice mail services are available in languages other than English.