

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

05M517

School Name:

TEACHERS COLLEGE COMMUNITY SCHOOL

Principal:

MICHELLE VERDINER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Teachers College Community School School Number (DBN): 05M517
Grades Served: Pre-K-4
School Address: 168 Morningside Avenue
Phone Number: 212-316-8080 Fax: 212-316-8085
School Contact Person: Marie Sarabia Email Address: mssarabiasemail@gmail.com
Principal: Michelle Verdiner, Interim Principal
UFT Chapter Leader: Marie Sarabia
Parents' Association President: Shaqua Randle
SLT Chairperson: Michelle Verdiner, Principal, I.A.
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 05 Superintendent: Gale Reeves
Superintendent's Office Address: 425 West 123rd Street
Superintendent's Email Address: GR Reeves@schools.nyc.gov
Phone Number: 212-769-7500 Fax: 212 769-7619

Borough Field Support Center (BFSC)

Manhattan Field

BFSC: _____ Director: Yuet Chu
Director's Office Address: 333 Seventh Ave, 8th Floor, New York 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: (646) 470-0721 Fax: (212) 356-7564

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michelle Verdiner	*Principal or Designee	
Marie Sarabia	*UFT Chapter Leader or Designee	
Melissa Kelly	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Nancy Streim	CBO Representative, if applicable	
Edie Kaminsky	Member/Teacher	
Michelle Stambler Warren	Member/Teacher	
Alexandra Espinosa	Member/Teacher	
Kim Kefgen	Member/Parent	
Diane Tinsley	Member/Parent	
Michelle Kelly	Member/Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Teachers College Community School (TCCS) is a growing public PreK-8 school that is presently at fourth 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 21 st 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 21 st 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

Areas of the framework that TCCS has made significant gains in are communication, collaboration of teachers and supportive environment. Data from the 2013-14 Quality Review indicated that the area of rigorous instruction (1.1 & 1.2) is an area in need of more development. We will support rigorous instruction via strategic programming and teachers supports in pedagogy and instruction.

Collaboratively, administration, teachers, parents and the SLT worked through our problem of practice to create a shared Theory of Action and to set goals of accountability to support our desired outcome:

If we plan strategically to intellectually engage our students via use of varied data-based strategies, along with promoting student ownership of the learning process, then we can tailor instruction to meet the individual needs of students to demonstrate mastery of standards.

05M517 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03	Total Enrollment	218	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	4.7%	% Attendance Rate		94.8%
% Free Lunch	40.7%	% Reduced Lunch		6.0%
% Limited English Proficient	2.4%	% Students with Disabilities		7.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.8%	% Black or African American		43.7%
% Hispanic or Latino	18.6%	% Asian or Native Hawaiian/Pacific Islander		7.8%
% White	21.6%	% Multi-Racial		6.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	11.1%	% Teaching Out of Certification (2013-14)		11.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		5.89
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

The Teachers College Community School (TCCS) opened in September 2011 with a Kindergarten class and will grow to eighth grade. There will be long-term trends to assess and analyze, based on NYS testing data.

Our 2014-2015 School survey indicated that we have met and exceeded in all areas , with the exception of rigorous instruction. An area of improvement has been noted under QR indicators 1.1 & 1.2 (Curriculum & Pedagogy). Results from our NYS Math testing data indicated that 20% of our 3rd grade students are on or above grade level.

Our MOSL ELA results indicate that on average 85% of all students are performing at levels 3 and 4. Our Math data from grade 3 2015 Math State tests yielded 19% of all grade 3 students performing at levels 3 and 4. Our Math 2015-16 MOSL baselines (k-4) yielded on average 20 % of students performing on grade level.

Part 2 – Annual Goal

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

By June 2016, students will improve fluency and comprehension skills resulting in 80 % of students performing on or above grade level as measured by Benchmark Assessments and/or 2016 NYS Math and ELA Examinations (Grades 3 and 4)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. Through the Teachers College Reading and Writing Project 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 Teachers College Reading and Writing Project’s 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 Teachers College 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>Teachers College Reading and Writing Project 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>All pedagogical staff</p>	<p>Assessment cycles of every 6 weeks will be implemented beginning in Sept. 2015 and ongoing through-out the school year,</p>	<p>Principal, Instructional Coach, staff developers, consultants, lead teacher</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>Teachers College Reading and Writing Project 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. Teachers Conceptual understanding of Math and efficiency of using data to strategically plan small group instruction is being addressed through grade team meetings and staff development and monitored.</p> <p>3. Observational rounds will monitor and encourage through actionable next steps to advance learning in ELA and Math instructional practices.</p> <p>4. Systematic changes in scheduling and programming to support flexible scheduling and allow for collaboration horizontally and vertically will be created and adhered to.</p> <p>5. Use of interventionists, provided by Teachers College, to align provision of services to targeted groups of students in areas of ELA and Math for enrichment and intervention.</p>			
<p>6. Professional development and instructional focus will support and challenge teachers to try varied instructional approaches to meet the needs of all students. TCCS will strategically use data to plan to create varied access points for students with disabilities, English as a new language learners, and other high-need student subgroups</p> <p>7. Teachers will strategically use data to assist students in setting goal and specific strategies to help them achieve their goals to guide an anchored area of focus.</p>	All pedagogical staff	Sept. 2015 - June 2016 weekly during grade team meeting periods.	Principal, staff developers, consultants, ENL providers ,ENL program coordinator

<p>8. Teachers will use introduce and Instructional tools (i.e. TC Progressions, rubrics and fluency ladders) to help students self monitor and self-assess their progress,</p>			
<p>9. 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> <p>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.</p> <p>Using Global Connect, we communicate events, absences, lateness and announcements about PA meetings.</p> <p>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.</p> <p>TCCS has a variety of methods to provide parents with vital school information, such as: the principal’s newsletter updates, principal, 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.</p> <p>In addition, TCCS is implementing family education programs designed to help parents to better assist their children, further their own education, and become active school participants.</p> <p>10. Parents are invited to view classroom practices the last 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</p>	<p>Parents</p>	<p>Last Friday of every month from Sept. 2015- June 2016</p>	<p>Principal, classroom teachers</p>

strengthened the home/school connection and built trust within the entire school community.

Part 4 – Budget and Resource Alignment

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

The 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.

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 operation.
- Provide professional development for teachers.
- Provide mentors, tutors, and interns to enrich learning.
- Build public and private partnerships to support the school.

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

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

Part 5 – Progress Monitoring

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

By January 2016, students will improve fluency skills to result in 50 % of students performing on or above grade level as measured by Math Benchmarks .

By January 2016, students will improve fluency and comprehension skills resulting in 60% of students performing on or above grade level as measured by Teachers College running record results.

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

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

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

Part 1 – Needs Assessment

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

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 to meet academic and behavioral needs of our students.

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 2015-16 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

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

By June 2016, 85% of students will demonstrate increased levels of engagement during instructional periods as measured by observations using the lens of the Danielson Framework indicators 1e. 3c and 3d indicators

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All teachers will utilize data to make instructional decisions across a school wide continuum.</p> <p>→ Teachers assess and identify at-risk students within their classrooms and target instruction in small groups or one-on-one instruction for improvement.</p> <p>→ 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).</p> <p>→ The AIT will analyze the data submitted by a classroom teacher and make a recommendation for</p>	<p>Tier II & III level students</p>	<p>Beginning in October, AIT Team will meet bi-monthly</p>	<p>Principal, School Psychologist , IEP Teacher, Classroom Teachers, related service providers , and TC staff interventionists</p>

<p>Tier II intervention services or alternative Tier 1 interventions for the classroom teacher to attempt.</p> <p>— 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.</p> <p>— The AIT will continue to analyze student data and monitor student progress or lack thereof.</p> <p>— AIT members will analyze whether: interventions were successful, if additional or alternate intervention services are required.</p>			
<p>Families will be incorporated into the process by having communication with the interventionists and case manager.</p>	parent	through-out the entire school year of receipt of services	Principal, School Psychologist , IEP Teacher, Classroom Teachers, related service providers , and TC staff interventionists

Part 4 – Budget and Resource Alignment

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

The 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, Parent Association has provided us with funding to supply instructional materials within the classroom that directly impact and support instruction.

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 operation.
- Provide professional development for teachers.
- Provide mentors, tutors, and interns to enrich learning.
- Build public and private partnerships to support the school.

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

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

Part 5 – Progress Monitoring

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

By January 2016, 75% of students will demonstrate increased levels of engagement during instructional periods as measured by observations using the lens of the Danielson Framework indicators 1e, 3c and 3d indicators

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

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

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

Part 1 – Needs Assessment

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

Our 2014-2015 School survey indicated that we have met and exceeded in all areas . Although we fared very well in Teacher collaboration , we are aiming to improve in QR 4.2 (Professional Collaborations) to improve from proficient to well developed.

Part 2 – Annual Goal

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

By June 2016, 100% of teacher teams will systematically analyze key elements of teacher work including classroom practice, assessment data, and student work for students they share to improvements in teacher practice and mastery of goals for groups of students, evidenced by effective ratings in Advance Danielson Framework indicators 1e. and 3d

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. Professional development and instructional focus will support and challenge teachers to try varied instructional approaches to meet the needs of all students. TCCS will strategically use data to plan to create varied access points for students with disabilities, English as a new language learners, and other high-need student subgroups</p> <p>2. Teachers will strategically use data to assist students in setting goal and specific strategies to help them achieve their goals to guide an anchored area of focus.</p> <p>3. Teachers will create Instructional tools (i.e. TC Progressions, rubrics and fluency ladders) to help students self monitor and self-assess their progress,</p>	<p>All pedagogical staff</p>	<p>Sept. 2015 - June 2016 weekly during grade team meeting and planning periods.</p>	<p>Principal, staff developers, instructional coach, ENL program coordinator, IEP Teacher</p>
<p>4. Teachers Conceptual understanding of Math and efficiency of using data to strategically plan small group instruction is being addressed through grade team meetings and staff development and monitored.</p>	<p>All pedagogical staff</p>	<p>Sept. 2015 - June 2016 weekly during grade team meeting and planning periods.</p>	<p>Principal, staff developers, instructional coach, ENL program coordinator, IEP Teacher</p>
<p>3. Observational rounds will monitor and encourage through actionable next steps to advance use of assessment in instructional practices.</p>	<p>All pedagogical staff</p>	<p>Sept. 2015 - June 2016 at least 5 times a year within advance and ongoing informal feedback</p>	<p>Principal, staff developers, instructional coach, pedagogic staff</p>
<p>4. Systematic changes in scheduling and programming to support flexible scheduling and allow for collaboration horizontally and vertically will be created and adhered to.</p>	<p>All pedagogical staff</p>	<p>Sept. 2015 - June 2016 Daily</p>	<p>Principal, Instructional coach</p>

Part 4 – Budget and Resource Alignment

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

The 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.

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 operation.
- Provide professional development for teachers.
- Provide mentors, tutors, and interns to enrich learning.
- Build public and private partnerships to support the school.

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

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

Part 5 – Progress Monitoring

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

By January 2016, 50% of teacher teams will systematically analyze key elements of teacher work including classroom practice, assessment data, and student work for students they share to improvements in teacher practice and mastery of goals for groups of students, evidenced by effective ratings in Advance Danielson Framework indicators 1e. and 3d

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

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

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

Part 1 – Needs Assessment

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

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.

With new administrative leadership, it is essential to build trust and collaboration within the professional learning environment. Having teachers set professional goals that correlate to our shared theory of action and Danielson framework will allow for administration to meet the specific needs of the teachers. This forum will allow administration and teachers to learn and grow together as measured by student progress.

Part 2 – Annual Goal

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

By June 2016, 100% of teachers, in consultation with the school principal, will demonstrate evidence of professional growth measured by Advance in a self-selected area of the Danielson Framework as it relates to our theory of action.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Principal will facilitate professional development with teachers to determine a problem of practice and create a shared Theory of Action.</p> <p>Teachers will conference with Principal to set their professional Goals in components 1e and 3d as it aligns to our Theory of Action.</p> <p>Teacher leaders will participate in Danielson Framework Professional development workshops focused in the lens of 1e and 3d.</p> <p>Teachers will learn and implement research-based practices aligned to the Quality Review Rubric that assist in guiding the professional growth and critical reflection of their colleagues through instructional rounds.</p>	<p>Classroom Teacher</p>	<p>October 2015- June 2016</p>	<p>Principal, Instructional Coach, District TDEC support</p>
<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>	<p>All teachers</p>	<p>Beginning in September 2015 – minimally one time a week through June 2016</p>	<p>Principal, Classroom Teachers, Contracted Vendors</p>
<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</p>	<p>All teachers</p>	<p>Beginning in October 2015, once a month through-out the year</p>	<p>Principal, Teacher Leaders, Classroom Teachers</p>

classrooms that address needs of diverse students, including students with disabilities and English language learners.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The 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. Teachers College will also have an ongoing role in the school, and share accountability for student success.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, 75% of Advance observations will demonstrate evidence of professional growth in the self-selected area of the Danielson Framework as it relates to our theory of action (1e., 3c, and 3d.) . The Professional Development Committee will review school-wide teacher observation data in Danielson components to monitor progress of teacher set goals from IPC's.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Our 2014-2015 School survey indicated that we have met and exceeded in all areas . Although we fared very well in Strong Family-Community Ties, a recent parent survey given at Parent Engagemnet Curriculum Night when asked " At this school, communication to families is consistant, supportive, and informative" 72% responded that they agreed. We are aiming to improve in this area.

Part 2 – Annual Goal

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

By June 2016, at least 90% of families will indicate that communication is consistant, supportive and informative as indicated by parent surveys.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. 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</p>	<p>Parents</p>	<p>Last Friday of every month from Sept. 2015- June 2016</p>	<p>Principal, All pedagogical staff</p>

<p>progress, questions they have about their child or share information with the teacher.</p> <p>2. Parents are invited to view classroom practices the last 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.</p>			
<p>3.Using Global Connect, we communicate events, absences, lateness and announcements about PA meetings.</p> <p>4. 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.</p> <p>5. TCCS has a variety of methods to provide parents with vital school information, such as: the principal's newsletter updates, principal, 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.</p> <p>6. TCCS is implementing family education programs designed to help parents to better assist their children, further their own education, and become active school participants.</p>	Parents	Beginning in September and throughout the entire school year	Principal . PA executive Board, SLT, Parent Coordinator
<p>7. 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>	Parents	Beginning in September and throughout the entire school year	Principal , Parent Coordinator , Instructional coach
<p>Families will be incorporated into the learning process of their child(ren) process by having communication with administration, teachers, and interventionists.</p>	Parents	Beginning in September and throughout the entire school year	Principal , Parent Coordinator, All pedagogical staff , Instructional coach ,

Part 4 – Budget and Resource Alignment

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

The 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, Parent Association has provided us with funding to supply instructional materials within the classroom that directly impact and support instruction.

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 operation.
- Provide professional development for teachers.
- Provide mentors, tutors, and interns to enrich learning.
- Build public and private partnerships to support the school.

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

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

Part 5 – Progress Monitoring

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

By January 2016, at least 80% of families will indicate that communication is consistent, supportive and informative as indicated by parent surveys.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students scoring at level 1 & 2 via TC running records, Performance assessment data, teacher observations	F&P intervention, Guided reading/writing. Foundations: Wilson Foundations for K- 2 is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Foundations is based upon the Wilson Reading System® principles and serves as a prevention program to help reduce reading and spelling failure.	small group, 1:1 Small Group Math Support: TC Graduate students work with groups at least once per week	during the school day
Mathematics	Students performing below 50% of Math Baseline assessments, Teacher observations	Small Group Math Support: Small group math support is provided to students at least once a week to re- teach critical concepts or lessons from the prior week as well as support achievement of grade level standards	Small Group Math Support: TC Graduate students work with groups at least once per week	Services are provided during the school day
Science	Students scoring 2 or below on unit assessments.	Students will improve their conceptual understanding of science topics through authentic hands on	Classroom teachers provide support to students during the day in reading through the content	Services are provided during the school day

		experiences and extended inquiry.	<p>areas. During the skills period, services are provided to targeted students in a small group.</p> <p>Teachers college graduate students provide additional periods of science to Kindergarten and first grade once a week.</p> <p>Teachers college graduate students provide additional periods of science lab (in a science laboratory) to grades 2 through 4 once a week.</p>	
Social Studies	Students scoring 2 or below on unit assessments.	<p>Students will improve their awareness about self, family, neighborhoods, and communities large and small.</p> <p>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</p>	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.	Services are provided during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher or parent referral based on need	<p>Intervention services are offered by school psychologist trainees and interns from Teachers College through teacher consultation.</p> <p>This service assists teachers in the to continue their</p>	<p>Small group counseling sessions 2-3 times per week and individual cases.</p> <p>Services include social skills, counseling and conflict resolution.</p>	Services are provided during the school day

		<p>education as the means to attain self fulfillment, both academically and economically.</p> <p>Furthermore, our partnership with Teachers College provides support services that are woven into our school fabric to better serve the community.</p> <p>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 therapy and referrals to mental health and community agencies</p>	<p>Services are provided during the day and extended day sessions. 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>	
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. TCCS, 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. TCCS will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 5	Borough Manhattan	School Number 517
School Name Teachers College Community School		

B. Language Allocation Policy Team Composition

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

Principal Michelle Verdiner	Assistant Principal type here
Coach	Coach Cynthia Barr
ENL (English as a New Language)/Bilingual Teacher	School Counselor type here
Teacher/Subject Area Edie Kaminsky/ENL Coordinator	Parent MUST INSERT
Teacher/Subject Area type here	Parent Coordinator Leona Guerrido
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Gale Reeves	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	264	Total number of ELLs	7	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

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

**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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		3	1	2	1									0
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	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)			1											0
Expanding (Advanced)		2		2	1									0
Commanding (Proficient)		1												0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		1												0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
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 2015 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. It seems that a trend is students need further support in writing strands. Leveled libraries, guided reading books, and support from the TC consultant are all incorporated to address areas in need.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Prior performance levels indicate that students have previously progressed on the NYSESLAT. As stated above, it seems that one trend could be that students need further support in writing, as progression in scores in this particular strand appears to be weak. It is concerning that some students at the Advanced Level (now Expanding) have been functioning in this domain for several years.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Unable to access AMAO tool.
Our school does not receive Title III funds.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Our school only offers free-standing ENL services. It seems as if patterns indicate that some students progress while others appear to remain stagnant. This is concerning.
 - School leadership and teachers use the result of the NYSESLAT to examine areas of strength as well as weakness. This year, we are revising our model of freestanding ENL instruction in accordance with Part 154 to create opportunities for push-in instruction. It is hoped

that by collaborating with general education teachers, ENL teachers will better support ENL students by delivering instruction in the general education classroom setting.

C.ENL Periodic Assessments have been ordered for Grades 3 and 4. ENL Periodic Assessments were not used last year.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

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 may receive additional instruction from an Academic Intervention Support Specialist. Students continue to participate in the whole class Foundations or Literacy lessons. The increase in intensity is achieved by (1) conducting lessons in small, homogenous groups (b) increasing instructional time with lessons that review material and (3) targeting specific areas of difficulty.

Tier III: Referral for a special education evaluation if failure to evidence progress from Tier I and Tier II services indicates need for additional understanding of student needs. If student is classified as disabled the provision of special education services.

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

Due to issues with AMAO tool, Targements of Measurement are yet to be used.

In order to plan appropriate instruction for ELLs to develop their language and content needs, all ELLs are assessed by the classroom teacher to determine baseline levels for math (NYC Performance Tasks and third-party Performance Series) as well as literary (TCRWP Writing On-Demands and TCRWP Running Records). The Language Allocation Team will share the results of the NYSESLAT scores with the general education teacher, and the ENL teacher will work with the classroom teacher to ensure that both the NYSESLAT as well as classroom assessments are used to yield understanding of each student's current needs. All content is then aligned to the students' grade levels. The ENL teachers and classroom teachers collaborate in planning to ensure that content matches student needs. Our instructional coach will provide support to teachers in modifying or apating materials to fit each students' needs. Our instructional coach is also working with our principal to ensure that each teacher attends relevant professional development. For ENL teachers and classroom teachers, this will include PD on how teachers can consider students' new language development in making instructional decisions. Lastly, our school culture highly values family involvement and has many opportunities for families to participate in school activities. Our parent coordinator works with our Language Allocation Team to ensure all relevant translation services are provided. This structure facilitates a greater understanding of each student's cultural background and allows classroom teachers to incorporate this understanding into daily activities.

7. For dual language programs, answer the following:

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

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).

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 independet reading levels.

Part IV: ELL Identification Process

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

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

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 2015–2016 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 NYSITELL Testing. The NYSITELL is administered within the first 10 days for initial identification of students whose home language is other than English. The NYSITELL is scanned into ATS. If the NYSITELL score is below the state cut score, the Spanish LAB-R is administered if their home language is Spanish. The parents/guardians are notified in writing with the Parent Entitlement Letter in the home language of the parents/guardians. 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 Home Language at their convenience. A bilingual teacher and parent coordinator may 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. 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. For students already identified as ENL students, Continuation letters in their home language will be given to parents notifying them of their child's NYSESLAT scores and their continuance in the program. Any agendas and handouts related to the Parent Orientation are filed for future compliance.

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

Home Language Information Surveys are reviewed for all students new to our school. Interviews also occur to identify interruptions in education. Since SIFE are defined as entering a U.S. school after second grade, special attention is paid when registered students for Third and Fourth Grade (our school only goes up to Fourth Grade at this time). In addition to the Home Language Information Survey administered by a licensed pedagogue, classroom teachers survey student work for any noticings regarding newly admitted students. These concerns can be then brought to the attention of the Language Allocation Team and Language Proficiency Team. The Language Teams then follow protocol to determine a student's potential SIFE status. According to NYSED, this includes "collection and disaggregation of data... such variables as age upon arrival, mobility, years of schooling at time of entry into an English language school system, and the type and scope of content learned in both their native country and in the United States, among other variables." The Language Teams, which are crossdisciplinary, then "follow all NYSED prescribed sequential steps pursuant to CR Part 154, which include use of the Home Language Identification Questionnaire (HLQ), Oral Interview Questions in the native language and English," and the administration of the NYSITELL. After this has been done, the needs of SIFEs are then diagnosed. Since our school only uses a free-standing ENL model, an appropriate instructional program using this support is determined for the SIFEs to progress in our school.

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

During an initial interview, families speak with a licensed pedagogue and complete the HLIS. At this time families may provide IEP documentation. An interpreter is provided if possible and if needed, or a translator is scheduled. If IEP documentation is not provided, the Special Education Liaison/Director of Special Education reviews IEPs for all incoming students with the Student Implementation Team. Students also identified as ELL students are flagged. These students are then discussed on cross-disciplinary teams such as our Language Allocation Team (which include licensed TESOL teachers and special education teacher) or our Student Implementation Team. Meetings with families are then scheduled, with appropriate translation services provided. Additionally, for students new to the DOE with IEPs, the Special Education Liaison/Director of Special Education can be involved in the screening process and/or administration of the NYSITELL to identify if a student's language presentation reflects a disability or home language. Interpreters will be provided as needed. The administrator oversees all of these processes. Furthermore, in such a situation, families would be informed of the LPT recommendation and the timeline to accept or reject LPT recommendation (20 days).

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

The entitlement letters are given to teachers, who in turn hand deliver to parents. Letters are generated in preferred language based on the HLIS. Parents give consent by signing the entitlement letter. 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 ENL Coordinator will do outreach to follow up by phone and/or letter.

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

For newly designated ENL students, parents will be notified in writing about their right to appeal ELL status. This information will be attached to the entitlement letters they are to receive if they qualify. Parents will be informed of their right to appeal within 45 days. Correspondence will be conducted in parents' preferred language. The LPT works to oversee this process. Copies of letters are filed in the ENL binder and kept in a secure location.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents of eligible students 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. Orientation is provided in parents preferred language. Parents are then notified of their child's placement within 10 days based on their program choice on the Parent Survey and Program Selection Form.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
 Parents are notified in writing with the Parent Entitlement Letter in their preferred language. Parents are then invited to an orientation where program descriptions are detailed and parents decided in their preferred language. Selection forms are provided in parents' preferred language. The English Language Learner Coordinator ensures these forms are returned to protect parent program choice. Once the ENL Coordinator and ENL teachers have collected the Parent Survey and Program Selection Forms, the information is entered into ATS to monitor parent program choice. The forms are also saved and filed in the ENL binder. These forms are kept so that outreach can be done to inform parents who have previously chosen a TBE/DL program when the program becomes available.
 8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 The English Language Learner Coordinator uses a tracking sheet to monitor when forms are distributed in order to ensure timely returning of the forms. Follow-up calls or letters in the parents' native language are made as needed.
 9. Describe how your school ensures that placement parent notification letters are distributed.
 The English Language Learner Coordinator uses a tracking sheet to ensure letters are distributed. Copies are retained in a secure location at the school.
 10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 All copies are retained at school in the English Learner Binder. This is stored in a secure location. Original copies of HLIS are placed in students' cumulative records folders and stored in secure location. Only members of the LAP and LPT team as well as administrators and teachers directly working with the specified ENL student have access to the records.
 11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 Students are identified utilizing the RLAT report form ATS in addition to the ESL teacher's roster. The ENL coordinator and ENL teachers collaborate to make a plan to ensure all four components of NYSESLAT are administered using a schedule. This schedule allocates enough time for students who miss one or more subtests of the NTSESLAT to be offered adequate make-up time for each missed subtest.
 12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
 Continued entitlement and transitional support parent notification letters are distributed in parents' preferred language by the ENL teacher to students classroom teachers. These letters are then placed in student folders to be sent home.
 13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
 Our program model (free standing ESL) is aligned with our parent requests this year and in previous years. Parent choices are recorded in ATS and kept in the binder to ensure that trends will be noted for future programming.
- Did not describe parent offerings as per ASPIRA Consent Decree.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Kindergarten through Fourth Grade students who qualify to receive ESL services will receive instruction by a licensed ESL teacher. This may be in a stand alone or integrated model as determined by student progression (proficiency levels). The integrated delivery model allows the certified ESL teacher to go into the classrooms to provide ESL instruction. This takes place after collaboration with the classroom teacher.
 - b. TBE program. *If applicable.*
Our school does not offer this program.
 - c. DL program. *If applicable.*
Our school does not offer this program.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

ENL lessons occur in classroom, so that ENL teachers and classroom teachers can collaborate on instruction to support ENL students. All 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. Student areas of focus include 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. ENL teacher will support classroom teachers with this work.

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.

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

At TCCS, the ESL program model is the only model used. Classroom teachers collaborate with ENL teachers to employ the TCRWP Curriculum and TERC Investigations for the literacy and math program. Both programs are supplemented as needed, based on recommendations driven by student need. Both programs include student workbooks as well as teacher texts, and both programs are supported by staff developers that visit classroom teachers. These staff developers coach classroom teachers in reaching students with diverse learning needs, including ENL students. Furthermore, 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 (specific attention for ENL students)
 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. Since our school only uses an ESL model, the ENL teachers collaborate with classroom teachers to provide scaffolding to ENL students and support instruction.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

TCCS is a small school with grades PreK through Grade 4, for ELLs whose home language is not Spanish, there is no home language assessment. If there are students whose home language is Spanish and scored as an ELL on the NYSITELL, the students will be administered the Spanish LAB and the results will be used to inform instruction. These students may be given opportunities to read materials in their home language.

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. When teachers administer running records, teachers make note when a child self-corrects verbal responses. It is also noted during conferring time if a student self-edits a written piece.

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

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. 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.

c. For students that are developing, 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. For ELLs that are developing, a close examination of data is required. The classroom teachers, along with the NY State Certified ESL teacher will review NYSESLAT scores. 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. For former ELLs, use of data will be required to determine the best approach for instruction. The classroom teacher, along with the NY State Certified ESL teacher, will review prior performance on NYSESLAT to identify areas of strength as well as weakness. Additionally, data regarding the student's progress in the classroom will be used to identify and inform instruction. The classroom teacher and NY State Certified ESL teacher will continue to collaborate to best support the student.

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

Chart English Language Learner Coordinator as well as the Certified ESL Teachers will regularly meet with classroom teachers and use data on classroom assessments or periodic assessments/benchmarks to inform discussions about the student's performance. An assessment will then be made about how re-identification has influenced the student's performance. A plan will be determined. In order to avoid this situation, the school assigns staff to assist ENL coordinator with initial identification process. A licensed and trained pedagogue should assist with completing home language survey, as well as determining next steps. The requirements for administering NYSITELL are followed and parent orientations to inform program choice are held according to required timeline. Similarly, staff is assigned to manage the re-identification process and to also inform families of the appeal process.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 TCCS plans to have all service providers, special education teachers, ESL teachers 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.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 Flexible programming is offered in the least restrictive setting to ensure that all students with disabilities that are also identified as ELL students receive rigorous instruction. Common Core Learning Standards and relevant professional development support teachers in using curriculum and instruction to meet the needs of ELL-SWDs. Furthermore, the ENL Coordinator also serves as the Special Education Liaison and one ENL teacher is licensed as a special educator. This means that expertise regarding special education is present on our Language Allocation Policy Team.

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

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

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

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



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

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

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

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

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

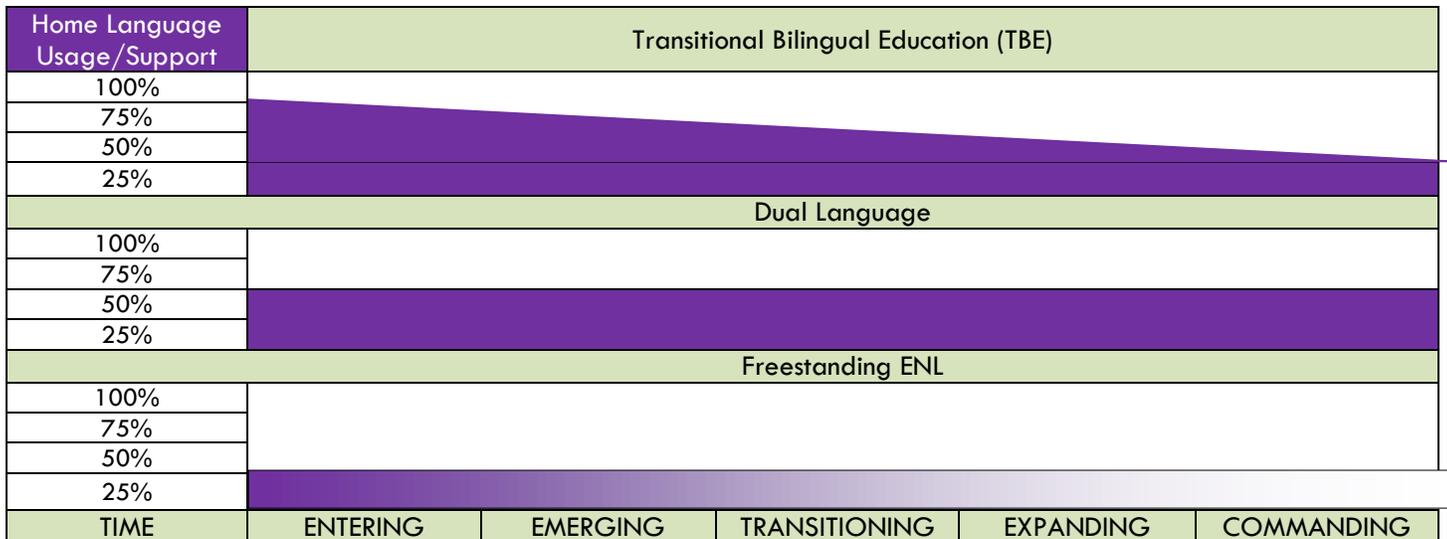


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Teachers will receive professional development support from consultants to strategically support the needs of their students. Intervention programs include the Wilson Foundations Program. The ELA Program is the Teachers College Reading and Writing Project. In the future, it is planned that staff developers from the TCRWP will be able to assist with supporting teachers in targeting the needs of students identified as ELL students. The Metamorphosis Math program is currently employed. Teachers also meet on a grade-level each week to collaboratively identified best practices to differentiate instruction and target the needs of specific subgroups. Furthermore, all our students are assessed during TCRWP Running Records and On-Demand writing tasks. Math Performance Task and 3rd Party Math Performance Series are used. Teachers then analyze student performance to determine where further tiers of support are needed. Small, systematic instruction occurs based on student need. If students do not respond to small-group instruction, further tiers of support for ENL students could be considered (such as individual intervention plans). All intervention services are offered in English, since our school only employs the free-standing ESL model.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Performance on the NYSESLAT is examined for evidence of student progress. Since student progress was lacking for most ENL students, we hope that the new model of push-in instruction for the upcoming year better meets the needs of ELL students (versus the pull-out model that was previously employed). Student performance will be further assessed throughout the year with Running Records and Math Performance Assessments. ELL Periodic Assessments will be used as well. These assessments will help us determine if our ELL students are supported in content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
The push-in model for freestanding ESL will be used so that students receive ENL services in a general education classroom environment.
13. What programs/services for ELLs will be discontinued and why?
The pull-out model for freestanding ESL will be discontinued as this appeared to be ineffective in meeting ENL student needs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
TCCS has a myriad of programs. All programs are open to all students. There will be supplemental programs offered afterschool for all students regardless of language. This program offers remedial and enrichment instruction to all students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Only ENL model is offered. Home language may be used to support the English language acquisition. Home Language materials will be provided in leveled libraries in classrooms to the greatest extent possible. Reference books and dictionaries will also be provided in the home language. The home language is used to assist students' understanding in the classroom.
17. Explain how the school ensures all required services/resources support and 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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 prepare students for 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. Furthermore, parents as learning partners occurs each month, and invites families into classrooms. Family engagement time also occurs 2x each week and invites families to meet with classroom teachers. These options support family engagement throughout the school year.

19. What language electives are offered to ELLs?

TCCS offered Spanish in certain grades in past years and will look into continuing this elective for the future.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

TCCS does not offer a dual language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Teacher training will be provided by consultants from Teachers College, the Instructional Coach, the Special Education Liaison, the ELL Specialist from the District or Borough Field Office 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 include strategies for ELLs. In accordance with CR Part-154, 15% of all teachers PD and 50% of ENL teachers PD will be ENL related. A calendar of PD dates is being organized by our instructional coach.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers will participate in the above training, which include a focus on CCLS. Teachers will also meet weekly during grade-level common planning periods to ensure CCLS are effectively used to plan for instruction all students, including ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We currently only have elementary 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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The training may include any and all of the following; DOE training, outside consultants, Borough Field Office providers. The workshops will include language methodology for teaching ELL's, acquisition theory, and NYSESLAT preparation strategy. In addition, the ELL Specialist from the District or Borough will working closely with TCCS to provide ongoing support to all classroom teachers. He/she will offer professional development for all staff by highlighting best practices for ELLs.

C. Parental Involvement

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

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 will also be invited to attend workshops from Teachers College as often as possible. Weekly parent engagement time occurs two morning each week for a half hour at a time. Also, in accordance with CR Part 143, one to one annual meetings to discuss acquisition and progress of ELLs will be held.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

#2 response (would not upload in space above)

ENL teachers keep logs of contact with families. All family orientations or meetings have attendance sheets that are saved. Translation services are also noted if needed or requested by family.

#3

The Parent Coordinator and ELL or ENL Coordinator will collaborate to design activities that foster involvement of families of ELLs. Currently, all activities are open to all families and therefore support families of ELLs participating in our inclusive school community. Parent Coordinator also secures translation services for all families as needed, in collaboration with ENL coordinator. Translation services in Spanish are available at school, and DOE Translation Support is used for all other languages.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? TCCS's ELL or ENL 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.

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

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 upon.

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

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.

D. Additional Information

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

Part VI: LAP Assurances

School Name: **Teachers College Community Sch**

School DBN: **05M517**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michelle Verdiner	Principal		10/25/15
	Assistant Principal		10/25/15
Leona Guerrido	Parent Coordinator		10/25/15
Victoria Guan	ENL/Bilingual Teacher		10/25/15
Shagua Randle	Parent		10/25/15
Valerie Henry	Teacher/Subject Area		10/25/15
Alexandra Espinosa	Teacher/Subject Area		10/25/15
Cynthia Barr	Coach		10/25/15
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Edie Kaminsky	Other <u>ENL Coordinator</u>		10/25/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **5M517** School Name: **Teachers College Community School**
Superintendent: **Gale Reeves**

Before you begin, please check the following:

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

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

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

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

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

Our demographics reveal a diverse student population though most parents are able to read, write and speak English. The languages spoken at home include: Spanish, Italian, Japanese, Mandarin Chinese and Wolof (an African Dialect). However, most parents prefer to converse in English with staff and students within the school setting. Results of our Learning Survey revealed that 91% of parents prefer emails and updates on the school website as a way to communicate with parents. The survey also revealed that 59% prefer communication by written notices sent home via student backpacks or telephone and 34% 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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: Creating a Communications Calendar

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

Written translations will be provided by the Translation Interpretation Unit for all school letters, flyers, calendars and other written forms of communication.

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

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.

Part C: Providing Language Assistance Services

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

Using the Home Language Survey, the school will identify languages spoken/ preferred. The Translation & Interpretation Unit will translate any forms needed to be sent to parents. When necessary, translation services will be used for languages not spoken by the TIU.

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

Using the Home Language Survey, the school will identify languages spoken/ preferred. The Translation & Interpretation Unit will interpret t any information needed to be given to parents. When necessary, translation services will be used for languages not spoken by the TIU.

Part D: Training Staff on Policies and Procedures

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

An e-mail will be distributed to the all staff members along with a staff meeting.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

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.

Part F: Monitoring and Quality Control

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

The Learning Survey will be used to gather feedback from parents on the quality and availability of services.