

**Theory of Action:**

*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**.*

## CEP Overview

The Teachers College Community School (TCCS) is a growing public PreK-8 school that presently offers instruction up to grade four, and will continue to grow until instruction at grade eight is reached. 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<sup>st</sup> century global society. TCCS utilizes a fully inclusive model that brings together children of different backgrounds and abilities and instructional program that respond to children's individual learning needs and strengths. TCCS systems and resources support children's' development academically, social emotionally, and physically.

Areas of the framework that TCCS has made significant gains in are school-to-home communication, teacher collaboration, and the strengthening of supportive learning environments. 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 teacher's 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 the 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.

**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.

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)

**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.

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

**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.

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

**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.

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.

**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.

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