2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 19K422
School Name: SPRING CREEK COMMUNITY SCHOOL
Principal: CHRISTINA KOZA
School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Spring Creek Community School
School Number (DBN): 19K422
BEDS Code: 331900011422
Grades Served: 6-12 (6-10 in 16-17 school year)
School Address: 1065 Elton Street
Phone Number: 718-688-7200 Fax: 718-688-7206
School Contact Person: Christina Koza Email Address:ckoza@schools.nyc.gov
Principal: Christina Koza
UFT Chapter Leader: Bradley Alter
Parents’ Association President: Lovely Gibson
SLT Chairperson: TBA
Title I Parent Representative (or Parent Advisory Council Chairperson): N/A until September
Student Representative(s): N/A Until September
CBO Representative: MariahBrown

District Information

Geographical District: 19 Superintendent: Karen Watts
1396 Broadway, Room 110
Superintendent’s Office Address: Brooklyn, NY 11221
Superintendent’s Email Address: kwatts@schools.nyc.gov
Phone Number: 718 455 4635 Fax: 718 455 4684

Field Support Center (FSC)
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christina Koza</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>MargentinaFloratos</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Lovely Gibson</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Annette King</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>N/A until September</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Mariah Brown</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Tamika Messam</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Matthew Dennis</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Kameel Williams</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Addis Miller</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Dupree McLeod</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Quissy Ortega</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Fadia Ganthier</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Annette King</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Veronica Diamond</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Telissa Marshall</td>
<td>Member/Student</td>
<td></td>
</tr>
<tr>
<td>Ayomide Alao</td>
<td>Member/Student</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

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

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

**Strong Schools, Strong Communities**

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

The Department has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.
In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (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.

### 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. |

### Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

### NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- **Tenet 1**: District Leadership and Capacity
- **Tenet 2**: School Leader Practices and Decisions
- **Tenet 3**: Curriculum Development and Support
- **Tenet 4**: Teacher Practices and Decisions
- **Tenet 5**: Student Social and Emotional Developmental Health, and
- **Tenet 6**: Family and Community Engagement
NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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)

School Quality Guide

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

Title I Requirements and Strengthening Title I Parent Involvement

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

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

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

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

Next Steps for SCEP 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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

• **Step 7:** 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: SCEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school was founded with a mission and a vision to serve the needs of the whole student, to promote collaboration amongst stakeholders in service of student learning, and develop a deeply differentiated and targeted curriculum and culture that meets the needs of each individual child.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Creek Community School is located in Brooklyn’s District 19; the vast majority of our students qualify for free or reduced lunch, over 50 percent of our population enters 6th grade as part of the citywide lowest third demographic, and over 75% of our students enter our school performing significantly under grade level in Math and ELA.</td>
</tr>
</tbody>
</table>

Collaboration, inquiry, authentic assessment, and differentiation are the key practices that inform our work with our students, families, and each other. Our founding staff and administration deeply believe that teachers must constantly and consistently assess and track student needs, progress, and mastery of skills and standards to inform professional reflection, drive instruction, and inform professional communication, collaboration, and strategic decision making. A school whose systems, structures, leadership roles, and pedagogical practices are aligned with this cycle of teaching, learning, and inquiry is one which best supports student achievement and ensures autonomy and access to choice in our students’ adult lives. As teachers engage in these best practices, they acquire and utilize both qualitative and quantitative knowledge about students; as this information is key to making decisions and choices that have the most impact on student learning and progress, it is vital that teachers have an authentic voice and role in leading the work we do as a school community.

Our belief in the value of collaborative and distributed leadership, and its impact on student learning, is manifest in our core structures and systems. Our schedule and allocation of resources are strategically designed to maximize teacher collaboration, capacity for leadership, and the development of a professional learning culture. The majority of teachers (exceeding 85%) at SCCS teach in a scheduled program that maximizes opportunities for collaboration and staff-driven professional supports, and multiple teachers assume semi-formal leadership roles in running and facilitating teacher teams, schoolwide initiatives, PD series, and intervisitation cycles. Over 50% of teachers sit on a cabinet/committee in a leadership or consultative capacity. Teachers have access to budget information, and use templates to submit proposals aligned with school goals for budgetary allocations; over 90% of current staff, individually or in teacher teams, have submitted and had approved a budgetary proposal. Teachers engage in regular self- and school needs assessments and reflections, including feedback cycles to inform administrative and school-level decision making.

Our goal is to support our students in their growth toward becoming lifelong creative and critical thinkers, compassionate citizens, and problem-solvers with agency and autonomy in their adult lives. When a student chooses to walk away from a conflict, and return to the mediation table later to resolve it with minimal input from a staff member; when an Advisory develops a proposal and formal presentation for administration to seek permission to develop and run a school-wide initiative; when a student applies the learning they have mastered in the classroom to a real-life problem (and explains to their teachers and peers how they did it the next day); when a student is able to reflect on the feedback they received on an ELA essay and apply it to improve their next effort in Social Studies; these are all examples that have been shared at our weekly staff meetings as evidence of our students’ success, and represent what we believe is authentic and lifelong learning. The value of a 6-12 school model is that it allows staff,
students, families, and partners to work together for 7 years to support our students in leaving us ready for college, career, and self-empowered to have and make choices that will shape his or her life.

- SCCS prioritizes enrichment opportunities within and beyond the school day, and our recruitment strategies, allocation of resources, and Professional Development are all aligned with this goal, and our partnerships with outside organizations to provide academic, cultural, and socio-emotional support and resources to students include The Shubert Foundation/Broadway Junior, Pathways to Leadership, Generation Ready, Brooklyn Public Library, BRIC Arts, Citizen Science, Center for the Arts, and Urban Advantage.

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

Approximately 30% of student population has an IEP in ICT or SETTS settings; approximately 2% of school population are English Language Learners.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

We have made progress in all Framework areas according to our CEP goals from last year. We successfully onboarded and supported a new cohort of teachers (as we added another grade) who successfully submitted and implemented curriculum and lessons that were 100% aligned to Common Core Learning and New York Standards, as per our Collaborative Teachers goal. Our key areas of focus for the year are to increase student achievement on state/Regents exams with a particular focus on the subgroup of Students with IEPs.
School Demographics and Accountability Snapshot for 19K422

School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>06.07.08.09.10.11.12</td>
<td>478</td>
<td>No</td>
</tr>
</tbody>
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English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>29</td>
<td>49</td>
</tr>
</tbody>
</table>

Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>7</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Racial/Ethnic Origin (2017-18)

- % American Indian or Alaska Native: 0.8%
- % Black or African American: 73.8%
- % Hispanic or Latino: 21.3%
- % Asian or Native Hawaiian/Pacific Islander: 1.3%
- % White: 1.3%
- % Multi-Racial: 2.3%

Overall NYSED Accountability Status (2018-19)

- % Title I Population: 62.0%
- % Free Lunch: 75.3%
- % Limited English Proficient: 2.9%
- % Students with Disabilities: 25.5%

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

Elementary/Middle School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Science (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

High School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
| Economically Disadvantaged | N/A | ALL STUDENTS | 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. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 3 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

Quality Review in 2018-2019 rated 19K422 Proficient in 1.1 & 1.2, and Well-Developed in 2.2 (Aligning assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels). As our collaborative professional culture and practices around data inquiry and assessment are a foundation of our existing effective structures, our goal is to sustain their effectiveness as we grow throughout our high school, and expand our resources/capacity to further establish these structures and practices as a growing 6-12 school.

Staff reflections, curricular review, Inquiry with data trends and Quality Review/PPO feedback, and consultation with parent groups/ SLT indicated that teacher team communication and collaboration is an existing area of strength, and is the foundation for best practices in impacting student achievement. 2016 Framework for Great Schools report identifies strong areas in CCLS shifts in literacy and math, and PPO and QR feedback identify areas of potential growth as increasing access for subgroups and accelerated learners. 19K422 received a Focus School designation based on 2014-2015 Middle School exam scores; further inquiry and disaggregation of data identifies student subgroup performance on Middle School math exams as determining data set in this designation. Our performance on State Exams in the 2015-
2016 school year qualified 19K422 for the first of two years meeting performance benchmarks to be removed from the Focus list, which indicates strategies and resource allocation in the 2015-2016 school year, and that were continued in the 16-17 school year, were successful. While the approval of ESSA resets all designations for the 2018-2019 year, internal data indicates that this remains an area for us to prioritize.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Our school will increase the strategic and structured use of formative data from multiple sources to drive planning & instruction; impact of which will be evidenced in a minimum of 3% increase in our Special Education students’ performance on Middle School Math exams toward AYP targets by June 2019, using state/city-provided data on prior performance as a baseline from which to measure growth.
### Activities/Strategies

Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher teams</td>
<td>7/18 - 6/19</td>
<td>Started July 1, 2017 and completed by August 30, 2019; rolled out according to yearly PD calendar. Teacher leaders/Professional development Facilitators in-house. Administration. Literacy Coach.</td>
</tr>
<tr>
<td>All staff.</td>
<td>9/18 - 6/19</td>
<td>A newsletter will be issued bi-monthly throughout the school year. Data Inquiry team/Admin</td>
</tr>
<tr>
<td>Teacher team leaders. Administration. Literacy coach &amp; Inquiry team.</td>
<td>9/18 - 6/19</td>
<td>Ongoing (according to established calendars/programs by September 5th). Teacher team leaders. Administration. Literacy coach &amp; Inquiry team.</td>
</tr>
</tbody>
</table>

### Existing Inquiry/Goal-setting/tracking tools

- Reviewed/revised and compiled (along with tools revised/developed over summer) in Teacher Team Handbook and Inquiry Handbook to serve as professional resource and companion reference to yearly PD calendar.
- Implementation of Schoolwide Assessment Cycles, corresponding to Data Inquiry Professional Development support.
- Re-implementation of Schoolwide Individual Data Inquiry, Tracking, and Goal-Setting Cycles.

Data Inquiry team, meeting during programmed PD and team time during and after school day, will generate a bi-monthly data newsletter that will be modeled after the summary-link format of Marshall Memo, drawing from multiple data sources (Progress reports, deans/guidance referrals, attendance, New Visions Data sorter, scholarship reports, classroom data) with relevant citations, to be used in Grade/Department teams and scheduled Common Planning periods. Additional members added to team in 2018-2019 school year.

2018-2019 schedule includes two weekly department meetings and one weekly grade team meeting to examine data trends & establish instructional practices informed by emerging student needs, including data-driven goal-setting and instructional revision.
2018-2019 schoolwide PD program to ensure bi-monthly school-wide data inquiry PD and tracking/curriculum development and instructional planning.

School receives full funding for an IEP teacher for first time in 2018-2019 school year; this teacher's program contains a minimum of ten periods a week of targeted intervention (TI) with small groups, programmed based on ongoing assessment data trends and indicated student needs. Two additional Special Educators are programmed for up to five TI periods per week, one for literacy and one for numeracy, as well.

All Middle School students will be programmed for a minimum of one period per week of skill development and practice on iReady and/or Lexia, literacy/numeracy software programs that tailor lessons to student levels and provide teacher with ongoing actionable planning data.

<table>
<thead>
<tr>
<th>Selected Special Educators</th>
<th>Middle School Staff</th>
<th>Administrators, IEP Teacher, Special Education Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/18 - 6/19</td>
<td>9/18 - 6/19</td>
<td>Ongoing (according to established calendars/programs by September 5th).</td>
</tr>
</tbody>
</table>

Administrators, IEP Teacher, Special Education Coordinator

Unit Plans will be submitted monthly and reviewed by Admin to reflect data-based pedagogical choices around student groupings & instructional/curricular differentiation. Feedback for unit plans will be provided through observation debriefs, cabinet meetings, administrative support at team meetings and school-wide planning clinics, and one to one conferencing.

<table>
<thead>
<tr>
<th>All staff</th>
<th>Ongoing (Admin will collect and reviews unit plans on a monthly basis).</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/18 - 6/19</td>
<td>Administrators</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

SCCS will engage families and support their understanding of Rigorous Instruction and the Common Core, as well as resources accessible to families such as PupilPath and iReady, by conducting ongoing parent workshops explaining what the common core is and how it affects their child. We will conduct these workshops in coordination with our Year-long Saturday Family workshop series, and in consultation with our Parent Coordinator, administrators, teachers, and our Community school partnerships.

### 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.

Programmed weekly meetings for Grade Teams, Leadership Cabinet as a whole.

Programmed weekly meetings for departments, admin with Mentor/Lead teachers/Coaches.

Programmed twice-weekly meetings for all ICT co-teaching partnerships.

Programmed data-based AIS/Targeted Intervention periods in literacy and math for students.

Allocation of funds for summer and school year per session to develop and revise tools, protocols, and products to streamline and facilitate inquiry/goal-setting process and develop effective assessments.

Allocation of funds to purchase assessment and skill development resources such as PupilPath, iReady, Lexia/Rapid Assessment, etc.

Allocation of funds to keep lead teachers & team leaders under contractual programs - minimum of two additional mentoring/coaching/collaborative planning periods.

Bi-Weekly meetings with a Math coach to target instructional practices in mathematics.

Frequent weekly (2 times/week) meetings with a literacy coach.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

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

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.

On Wednesday February 6, 2019, there will be a school wide Professional development session around reflection, data review and goal setting for process/progress towards CEP goal. Teacher teams will monitor student performance on Math assessments (including internal state-exam-aligned assessments, and comparison of iReady and Lexia baseline data to mid-year iReady and Lexia assessment data) and compare the data to measure if the levels of performance in math for Special Education students are increasing/decreasing as a result of the goal related activities to determine if the school is on track to meet the annual goal.
<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS state exam performance, submitted Data Goal cycles by individual teachers/teacher teams, submitted lesson/unit plans, ADVANCE trends. iReady math progress and performance data.</td>
<td></td>
</tr>
</tbody>
</table>

| Part 5c. | In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>N/A</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>N/A</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>X</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

2018-2019 School Survey Data shows that 95% of families say their child is safe at school, and 93% of families say that teachers and families think of each other as partners when educating their children. Our end of year SLT S/CEP planning session in Spring 2018 identified positive and safe school culture as an area of high satisfaction for parents/guardians and families, but also identified as a goal to increase student participation and voice in expanded arenas. The SLT also identified increased opportunities for educating and engaging families around our Restorative Justice and Culturally Responsive Education (CRE) practices as a priority for the 2018-2019 school year. During the 2015-2016, 19K422 piloted a series of Restorative Justice (RJ) trainings and pilot circles/restorative projects for staff and students, with anecdotal impact and observable increase in professional conversations and strategy implementation around alternative approaches to student intervention, discipline, and support. Our goals as a school community is to integrate and make transparent and accessible our community conversations and work in this area to families as well.

Part 2 – Annual Goal
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

<p>| |</p>
<table>
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<tr>
<td>By June 2019 we will have held a minimum of two Restorative Justice workshops for staff, for students, and for families, with 100% participation of staff and students, and at least 8 families represented at each family workshop, ensuring each school stakeholder group has access to information and training around our school's initiative. By June 2019, as a result of the implementation of at least two Restorative Justice workshops, there will be a 5% decrease in the number of suspensions and incidents, as measured by the 2018-2019 OORS report, compared to the number of suspensions and incidents, as measured by the 2017-2018 OORS report.</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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**Restorative Justice (RJ) structures and practices are a key focus for schoolwide planning and PD, including the following:**

- Multiple teachers will be programmed for daily RJ/Mentoring periods to implement processing, reflection, and mediation circles with targeted groups of students.
- A full-time RJ coordinator will continue work with staff to implement RJ practices and approaches/alternatives.
- Schoolwide PD calendar will embed a minimum of once-monthly partial or full PD sessions around building capacity and skills in implementation.

**In conjunction with Community School CBO P2L, 19K422 will continue to implement and expand a comprehensive, interest-based menu of After School (AS) activities aligned with both academic and enrichment objectives; program will expand within first trimester to include Saturday programs.**

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**Community/Culture Teams, including stakeholders from all community groups (teachers, Parent Coordinator, Administration, Grade Team leaders, on-site CBO partner, parents, students) will collaborate and provide input into establishing a Culture Calendar around events, assemblies, celebrations, both during and beyond the school-day, that increase opportunities for all stakeholder groups to engage in activity and conversation around various objectives, including building positive and supportive campus and school culture. Thought will be given to differentiating between MS and HS needs (i.e., strategically scheduling events that are separate to address developmentally different needs, along with opportunities for the full 6-12 community to come together), addressing needs of statistically significant subgroups (ensuring adapted and/or**

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**Schoolwide PD calendar will embed a minimum of once-monthly partial or full PD sessions around building capacity and skills in implementation.**

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</tr>
</tbody>
</table>
translated materials are available for both students and parents to ensure access), providing options for opportunities and access for students and families to participate.

<table>
<thead>
<tr>
<th>Team Meetings</th>
<th>Students, families, staff</th>
<th>September 23018-June 2019</th>
<th>Discipline/Counseling/Support staff and Administration</th>
</tr>
</thead>
</table>

**3b – Parent and Family Engagement**

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

SCCS will engage families and support families their understanding of Supportive Environment in ways that include the following:

- Monthly newsletters sent home to inform parents of current events and what is happening in the classrooms and community.
- Weekly email/phone blasts from Parent Coordinator
- Monthly Weekend Parent Workshops
- Year-long calendar of events, provided to families in September 2018
- Texting apps to facilitate direct communication between staff and families
- PupilPath/Skedula communication access between staff and families

Leadership, Parent, and Socio-Emotional Teams (including the Community School Director, Parent Coordinator, SLT, and PTA) will collaborate to share information and provide input into calendar and execution of events and resources to further promote engagement in RJ/CRE initiatives.

**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.

AIDP and SONYC/DYCD grant funding; supplemental funds from school budget, school and CBO personnel. Extended Teacher Time contractual obligations for after student dismissal will be strategically staggered to ensure full programming will run M-F for all students. Usage of Title I, FSF, and Community School Grant funding allocated to fund Family/Parent workshops and events, as well as salary of Restorative Justice Coordinator.

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

<table>
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<tr>
<th></th>
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<td>Title III</td>
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<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>School Achievement Funding</td>
<td>[ ]</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In February 2019, Socio-Emotional Team and Leadership Cabinet will meet to review implementation history and event attendance data, and review/revise planning and facilitation timelines, and outreach goals, as appropriate.

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

Event registration and attendance, parent/student participation and reflection surveys, implementation/completion rate of RJ circles/restorative projects, teacher team inquiry and kid talk, attendance and socio-emotional team data reviews.

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td>X</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>N/A</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td>N/A</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

According to the 2017-2018 Quality review, we were rated well-developed, in regards to our teachers high expectations of our students and staff when it comes to communication. However, as a growing school, each year we recognize that our teaching staff will need significant support until we reach full capacity by 2019. Currently, at least 50% of our teaching staff will be in their 1st four years of their practice, which indicates that our staff still continues to need significant support and growth in pedagogical practices. The staff will require intensive support to ensure curriculum is aligned to the common core standards and is being executed correctly throughout the academic school year.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of the staff will develop & complete unit plans, Scope & Sequences, and summative assessments/projects that formally integrate aligned access/entry points for all learners and are aligned to grade-level
skills and standards. The impact of these documents will be observed by a minimum of 5% increase in the average teacher rating in Domains 1a and 1e on Advance observations from June 2018 to June 2019.
**Part 3a – Action Plan**

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>9/18 - 6/19</td>
<td>Department heads, coaches, and Admin.</td>
</tr>
<tr>
<td>Submission data will be reviewed quarterly.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Coaches in literacy & numeracy will be programmed to work with teachers weekly for duration of the school year around targeted curricular development/institutional practices, with the use of various academic programs (Generation Ready, iReady, Algebra Nation, Lexia, Apex/Castle Learning, Learn bop, etc.), Core Curriculum.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department teams</td>
<td>9/18-6/19</td>
<td>Department heads, coaches, and Admin.</td>
</tr>
<tr>
<td>Monthly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Departments will create Benchmark assessments for each unit in the four core disciplines that formally integrate the expectations of the instructional shifts and curricular strands.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departments, Leadership Cabinet</td>
<td>Monthly</td>
<td>Department heads, coaches, and Admin.</td>
</tr>
</tbody>
</table>

Departments will allocate a minimum of two Department Meeting per month to focus on Unit/Lesson reviews and critical feedback protocols. Agendas will be shared with Administration, and Departmental Cabinet meetings will be used to strategize foci and resources to support this work in individual departments.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff.</td>
<td>9/18 - 6/19</td>
<td>Administration, in consultation with Instructional Cabinet, will establish calendar and plan (or secure teacher-leaders to</td>
</tr>
<tr>
<td>Minimum one per semester.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Professional development calendar will embed a minimum of one extended session per semester around instructional practices and strategies that engage all students needs and accommodating diverse learning styles, interests and levels of readiness, including those of students with disabilities and English learners. Weekly Special Education Instructional Coach will continue to work with Special Education Departments to run PD sessions, support

<table>
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<tr>
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<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration, in consultation with Instructional Cabinet, will establish calendar and plan (or secure teacher-leaders to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
planning, and develop quality IEPs to support differentiated instruction and planning.

Leadership Cabinet/department Head leaders meet regularly with admin to review Advance observation trends (specifically Domains 3b, 3c, and 3d) to inform teacher team agendas and drive professional development/coaching agendas.

| All staff | 9/18 - 6/19 Weekly. | Administration, in consultation with Instructional Cabinet, will establish calendar and plan (or secure teacher-leaders to plan) best practice PDs. |

### 3b – Parent and Family Engagement

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

SCCS will engage families and support their understanding of Collaborative Teachers and Strategies to promote teacher-parent collaborations by continuing to offer workshops and trainings on IEPs, CCLS, and school curriculum. These will include offering trainings on Danielson, the Common Core Learning Standards & Next Generation Learning Standards, formats of new Regents/State Exams, NYC/NYS curricular scope and sequences for core courses.

### 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.

Purchasing resources to support instructional, assessment, and differentiation/Scaffolding resources, including: iReady, Rapid Assessment/Lexia, Performance Series, etc.

Funds will be allocated for weekly Generation Ready Literacy/Instructional Coach and bi-weekly mathematics coach to work with staff around rigorous curriculum/assessment development of unit plans.

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

| X | Tax Levy | X | Title I SWP | | Title I TA | | P/F Set-aside | | 21st Century | | C4E |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Title I 1003(a) | Title III | PTA Funded | SIG Grant | School Achievement Funding | 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 Jan 1, 2019 the department Cabinet will meet to examine the percentage of unit plans created and the average rating on Domains 1a and 1e in Advance observations and compare it to the previous year’s average ratings.

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

- Monthly check-ins/review of unit plans with Administration

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. (Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
<td>N/A</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>X</td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
<td>N/A</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

2017-2018 School Survey Data indicates parents have a high level of satisfaction around inclusive leadership (92%), and 94% of teachers say the principal communicates a clear vision for this school. At May 2018 SLT S/CEP planning meeting, family stakeholders and identified collaboration and feedback as an area of satisfaction, and increase in additional opportunities for parents to participate in community life, and increased opportunities for students to have voice, as areas for desired goal-setting. In end of year conferences and reflections with teachers and teacher teams, teachers indicated a high level of satisfaction with admin-teacher relationships but also indicated that an increase in direct involvement by administration in teacher planning and pedagogical growth would be welcome. The 2017-18 school survey, only 56% of teachers surveyed indicated that "the principal participates in instructional planning with teacher teams."

As a growing school, students, staff, and family input is essential to ensure system and program development authentically meets the needs of, and is responsive to/in dialogue with, community needs, and is aligned with school mission of critical pedagogy and commitment to distributed leadership and representative of all stakeholders' voices. In 2013, 19K422 implemented an ongoing access protocol for community members to provide feedback around resource allocation; budget proposal templates require submitters to align proposals with the citywide Framework for Great
Schools, the CCLS/Danielson rubrics, and/or the Quality Review Rubric. In the 2017-2018 school year, 100% of staff submitted and had approved at least one budget proposal (individually or collectively as part of a teacher team submission); and two student groups did as well. At the end of year SLT S/CEP planning session, all stakeholders identified this as a practice that increases input and communication about resources and access, and identified as a practice with potential for expansion.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– **Specific,** **Measurable,** **Achievable,** **Relevant,** and **Time-bound**.

School will increase Effective School Leadership through a focus on administration-teacher collaboration on instructional initiatives, as measured by a 10% increase on the 2018-19 school survey teacher question regarding principal participation in instructional planning with teacher teams and the submission of budget proposals from 100% of teachers by June 2018, either individually or as teacher teams.
## Part 3a – Action Plan

### Activities/Strategies:
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>9/18 - 6/19 Ongoing; quarterly budget period deadlines established on school-wide calendar by September 30th.</td>
<td>Admin, Teachers.</td>
</tr>
<tr>
<td>SLT, Families</td>
<td>9/18 - 6/19 Monthly SLT meetings.</td>
<td>SLT; Admin/SLT Chairperson planning, Parent Coordinator, Community School Office/Community School Director</td>
</tr>
<tr>
<td>Students</td>
<td>9/18 - 6/19 Programs, Activities; ongoing/Yearlong</td>
<td>Program supervisors/facilitators; Advisory leads; Admin/staff</td>
</tr>
</tbody>
</table>

Administration will accept goal/standards-aligned proposals at quarterly deadlines from staff during resource-allocation or budgeting periods.

A minimum of one SLT meeting will be devoted to building capacity in budgetary thinking, aligning resources with school-wide goals, and collaborative planning around use of school resources. Training and support will be provided around Chancellor's regulations and DOE policies about use of funds and funding streams to ensure compliance.

Community School's office will support as a thought partner and planner in developing school-based training and workshops for families to build fluency, comfort, and knowledge in resource allocation and school needs-assessments to support growth toward participatory budgeting.

Adapted budget proposal template provided to SLT members to support goal-setting and strategic planning about allocation of parent funds (both mandated and fund-matched)

Student groups (via staff-sponsored activities, After School Programs, and/or advisory) will have access to budget templates and support in planning and proposing student-driven initiatives.
Calendar for event and trip planning and budget proposals submission timelines for September and October will be provided to teacher team leaders and key stakeholders; training and supervised meeting agenda planning provided in Department and Grade Team Leader Cabinet meetings.

Principal will meet weekly with Teacher Leadership Cabinets (once weekly with Grade Team Leaders; once weekly with Department Chairs).

Administration will attend a minimum of four department meetings and four grade team meetings per year, planning a professional coaching agenda with team leaders in advance.

Funds allocated for two new formal Teacher Leadership positions (a mathematics Peer Collaborative Teacher (PCT) and a Vertical Alignment Peer Collaborative Teacher), who will collaborate with Administration to co-plan, develop, and co-facilitate professional learning at Monthly Schoolwide PDs.

<table>
<thead>
<tr>
<th>Teacher Leaders, Teacher Teams</th>
<th>September/October 2018</th>
<th>Administrators, Teacher Leader Cabinets</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2018-June 2019</td>
<td>Admin, Teacher Leaders</td>
<td></td>
</tr>
<tr>
<td>September 2018-June 2019; bi-weekly check-ins with PCTs and Admin; average of monthly co-planned/facilitated School Wide PDs</td>
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</tr>
</tbody>
</table>
### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

SCCS will engage families and support their understanding of Effective School Leadership and Strategies to promote parent leadership and engagement by conducting monthly SLT meetings as well as Parent Association meetings. Relevant Monthly Parent Workshops, and series of weeknight/Saturday sessions will be implemented as part of school's larger event calendar.

### 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.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
<td>Title I Parent allocation; fund matching from school budget for both families and student initiatives. Teacher Team leaders and Advisors. After School Program (targeted) leaders. Community School personnel (both on-site and Central Offices). Per session for event planning. Budgetary monies to fund approved proposals.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
<td>Title I (1003(a))</td>
</tr>
<tr>
<td>Title I SWP</td>
<td>Title I TA</td>
</tr>
<tr>
<td>P/F Set-aside</td>
<td>21st Century</td>
</tr>
<tr>
<td>21st Century</td>
<td>C4E</td>
</tr>
<tr>
<td>Title III</td>
<td>PTA Funded</td>
</tr>
<tr>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

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

By February 2019, 60% of all teachers will have submitted a budget proposal either individually or with a team. By February 2019, Administrators will have actively participated with all teacher teams at a scheduled team meetings at least twice.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
Proposal submissions; Galaxy resource allocation and expenditures, PD/training session agendas, planning and feedback, and outcomes.

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenet 6 Statement of Practice</td>
<td></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>N/A</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td>X</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>N/A</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

- Staff reflections, curricular review, Inquiry with data trends and Quality Review/PPO feedback, and consultation with parent groups/SLT indicated that an area of growth, especially as we enter our first full year at capacity as a 6-12, to develop our existing systems and structures to encourage and empower student voice. 2017-2018 indicates that parents have a high level of trust in principal, teachers, and their access to decision-making (over 90% of parents indicated satisfaction with Inclusive leadership, teacher-parent trust, and principal-parent trust); positive relationships and open lines of communication can be leveraged and maximized to increase information sharing in developing curriculum, programs, and community resources that meet student and parent needs.

Our end of year SLT S/CEP planning session in Spring 2018 identified positive and safe school culture as an area of high satisfaction for parents/guardians and families, but also identified as a goal to increase student participation and voice in expanded arenas. After spending SLT meeting time performing inquiry with the results of the 2016-2017 school survey, Parents expressed frustration about the quality or clarity of DOE student survey questions and wording, which prompted several SLT meetings throughout the 2017-2018 school year to examine our survey results, other kinds of surveys, and begin crafting our own that would elicit the data about student concerns, ideas, and needs that would be more clear and actionable. Parents identified developing and administering a survey as an SLT, with follow-up student focus groups, as a goal for the 1st semester of the next school year. The information collected would then be used to
drive budget proposal drafting around an SLT-driven initiative that aligned with our data findings. In addition, on the 2017-18 school survey, "72% of students say that their teachers will always listen to students' ideas," and "81% of students say that there is at least one adult in the school that they can confide in," which further supported the idea that a priority focus for stakeholders was developing opportunities to solicit information and feedback from students, and create further opportunities for students to develop agency and ownership in the larger school community.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, **Measurable**, Achievable, **Relevant**, and **Time-bound**.

In order to increase student voice and agency in school and community affairs, SCCS and the SLT will implement a series of student-driven surveys and initiatives. The effectiveness of this goal and its implementation will be measured by a minimum of a 5% increase on the 2018-19 school survey in student response to the question, "72% of students say that their teachers will always listen to students' ideas," and a minimum 5% increase in student response to the survey question "81% of students say there is at least one adult in the school that they can confide in."
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |
<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
</tr>
<tr>
<td>Students</td>
<td>10/18</td>
<td>SLT, Principal</td>
</tr>
<tr>
<td>Students, families, and teachers.</td>
<td>Yearlong; monthly meetings and deadline calendar</td>
<td>SLT, Principal</td>
</tr>
<tr>
<td>Students</td>
<td>10/18</td>
<td>Students, Restorative Justice Coordinator, Administration</td>
</tr>
</tbody>
</table>

In our first year as a full 6-12 school, two high school students will be nominated and sit on the SLT full-time.

SLT, including stakeholders from all community groups (teachers, Parent Coordinator, Administration, on-site CBO partner, parents, students) will finalize draft of student survey. SLT will engage in continued Professional Development around goal-setting, data inquiry; budgeting; examples of effective surveys and past survey data will be examined as resources with an inquiry protocol.

SCCS High School Student Leadership Team will send representatives to participate in Brooklyn North's Student Voice Collaborative, a monthly series of meetings and trainings designed to support student leadership, agency, and voice in school community issues. Tasks include forming a Youth-Adult Action Team at SCCS, working with administrators to learn school functions, needs, and issues, and working with city stakeholders.

- Leadership Cabinet will identify and facilitate administration of survey and dates/times for focus group, and solicit teacher teams to nominate students for Focus Group.

SLT will review survey results and design focus group questions.

- Parent Coordinator (with resources/information as needed from staff).
- Weekly meeting with PC and Admin to monitor completion
SLT will hold focus group.

SLT will present findings to PTA and solicit feedback; SLT meetings in Winter and Spring will focus on initiative generating and planning.

| SLT will present findings to PTA and solicit feedback; SLT meetings in Winter and Spring will focus on initiative generating and planning. | Students, teachers, SLT, PTA, Families, Admin | 1/19-6/19 | SLT, Admin |

### 3b – Parent and Family Engagement

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

Pathways to Leadership

### 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.

- AIDP Grant funds.
- Tax Levy funds for materials/resources, food, and outside service providers (as per parent needs/interests).

Title I/FSF to fund SLT initiative

#### Part 4b.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
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<tbody>
<tr>
<td>X</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td></td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td>X</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

#### Part 5a.

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

By February 2019, SLT will meet monthly to reflect and revise on timeline of tasks and examine emerging data/findings.

#### Part 5b.

Indicate the specific instrument of measure that is used to assess progress.
Completion/execution of SLT-driven timeline. SLT attendance. Student survey completion rates and data. Submission of Budget Proposal, completion of data inquiry, goal-setting, and SMART-goal setting process by SLT. Minimum 5% increase in student response to identified DOE School Survey student questions.

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| English Language Arts (ELA)               | Data sources considered for ongoing AIS programming and service provision will include academic history & portfolios, State Exam scores, Student and Parent Surveys, progress reports, Dean and Guidance referrals, SBST and teacher-team feedback, ongoing assessment data, etc. | ● Pull-out sessions with Special Education/ Literacy teachers
● Generation Ready Coach pushing in to ELA classes
● Comprehension strategies (reciprocal reading, targeted literacy)
● Ongoing assessment and item-analysis driven target lessons and tutoring
- Targeted Intervention Periods with IEP teacher, Special Education Teacher, or ELA teacher
● Differentiated instruction/curriculum materials and assessments where appropriate
● Partnerships with external Professional Development and Resource-rich organizations (BRIC) | Small group, pull out, station learning, one-to-one tutoring, transition self-contained program, etc. | During regularly scheduled classes, additionally programmed flexible literacy and tutoring periods, lunchtime and pull-out tutoring, after-school sessions |
| Mathematics | Data sources considered for ongoing AIS programming and service provision will include academic history & portfolios, State Exam scores, Student and Parent Surveys, progress reports, Dean and Guidance referrals, SBST and teacher-team feedback, ongoing assessment data, etc. | • Pull-out sessions with Special Education/Math teachers  
• Small-group instruction on skill, content and standards-based curriculum  
- Targeted Intervention Periods with math-focused Special Education teacher  
• Math Coach (AP and Generation Ready) support in classrooms  
• Generation Ready Literacy coach pushing-in to support critical thinking and literacy skill development in the math classroom  
• Ongoing assessment and item-analysis driven target lessons and tutoring  
• Comprehension strategies and targeted literacy support/strategies | Small group, pull out, station learning, one-to-one tutoring, transition self-contained program, etc. | During regularly scheduled classes, additionally programmed flexible literacy and tutoring periods, lunchtime and pull-out tutoring, after-school sessions |
| Science | Data sources considered for ongoing AIS programming and service provision will include academic history & portfolios, State Exam scores, Student and Parent Surveys, progress reports, Dean and Guidance referrals, SBST and teacher-team feedback, ongoing assessment data, etc. | • Project-based and hands-on learning opportunities; differentiated choice-driven projects; multimedia content and resource options  
• Differentiated instruction/curriculum materials and assessments where appropriate  
• Literacy strategies (close reading, comprehension, organization, decoding) for informational texts  
• Partnerships with external Professional Development and Resource-rich organizations (Citizen Science, Urban Advantage) to secure resources, curriculum, and enrichment opportunities that increase engagement and access for all learners | Small group, pull out, station learning, one-to-one tutoring, etc. | During regularly scheduled classes, additionally programmed flexible literacy and tutoring periods, lunchtime and pull-out tutoring, after-school sessions |

| Social Studies | Data sources considered for ongoing AIS programming and service provision will include academic history & portfolios, Student and Parent Surveys, State Exam scores, progress | • Literacy strategies (close reading, comprehension, organization, decoding) for informational texts  
• Collaboration across Humanities departments turnkeys | Small group, pull out, station learning, one-to-one tutoring, etc. | During regularly scheduled classes, additionally programmed flexible literacy and tutoring periods, lunchtime and pull-out tutoring, after-school sessions |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Data sources considered for ongoing AIS programming and service provision will include academic history & portfolios, State Exam scores, progress reports, Dean and Guidance referrals, SBST and teacher-team feedback, etc. | essential literacy strategies and structures to reinforce literacy across content
- Differentiated instruction/curriculum materials and assessments where appropriate
- Generation Ready Literacy coach pushing-in to support critical thinking and literacy skill development
- Partnerships with external Professional Development and Resource-rich organizations (Brooklyn Public Library, Affiliate School Program of Gilder-Lehrman Historical Institute) to secure resources, curriculum, and enrichment opportunities that increase engagement and access for all learners

- RtI strategies and structures
- SBST intervention strategies
- Counseling services and referrals
- Conflict resolution, management and coping strategies (with GC, SW

Pull-out counseling in multiple formats (one-on-one and small-group) for a variety of identified at-risk populations (socio-emotional factors that interfere with the learning process; academic struggles; special education inclusion transition). Socio-emotional and skill-

- During weekly scheduled counseling sessions
- On a referral basis and in consultation with our Special Education/ Intervention team, our Guidance/Discipline Team, and Attendance Team.
Restorative Justice circles and approaches implemented by trained staff and on-site coordinator.

- Interactive skill modeling, role-playing, and reflective practices
- Extracurricular offerings such as sports and the arts
- On-site CBO partner, Pathways to Leadership (P2L) provides comprehensive after-school programming in the arts, literacy, academic support, socio-emotional skill-building, and sports, in partnership with school-based leaders and personnel.

Programmed Restorative Justice (RJ) circles and Specialized Advisory/Targeted Socio-Emotional intervention periods with teachers who have RJ/Guidance training.

development groups run by Guidance Counselor, School Psychologist, and on-site Social Work interns. AIDP DOE Campus grant (aprx. 1.5 million dollars over 4 years to be shared with co-located 6-12 school) focuses on the provision of comprehensive socio-emotional and mental health services to students and families.

- Counseling and group-based learning sessions with Pathways to Leadership Social Work interns and site-based mentor counselors, five days a week
- Scheduled sessions and referrals to School Psychologist
- Social Work and Mental Health Services via AIDP CBO Pathways to Leadership Community School grant
**Section 7: Support for Students in Temporary Housing (STH)**

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

**Supporting Students in Temporary Housing (STH)**

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>Currently, our school has 35 students in Temporary Housing who are currently attending our school according to the RATH report as of July 2018. Of those students, 1 is in other temporary living situation, 17 in a shelter, and 17 doubled up.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>
Material support to ensure full readiness and access (i.e., school supplies, uniforms). Family outreach and provision of non-mandated counseling resources and supports. Targeted communication and ongoing needs-assessment by Parent Coordinator; collaboration with on-site CBO to provide counseling, mental health services, family counseling, and other socio-emotional supports. Resource/Institutional advocacy as needed.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Section 8: Title I Program Information

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

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

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.

SCCS is committed to recruiting and retaining highly qualified teachers. We actively seek out (through recruitment fairs, networking, alternative certification programs, and other avenues of attracting highly qualified personnel) dual-certified teachers (particularly a content license paired with a special education license); we serve a high needs population (over 25% students with IEPs, plus a cohort of full-time D75 inclusion students in High School). We also seek to recruit teachers with licenses or demonstrated expertise in the arts, athletics, technology, etc., to support our commitment to integrating creative and critical thinking and enrichment opportunities into students’ daily schedules.

2b. High Quality and Ongoing Professional Development

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

We are committed to supporting the professional growth and development of teachers into highly qualified practitioners as outlined in the Citywide Instructional Expectations, and implement the following strategies/structures:

- Weekly Wednesday professional developments (a minimum of 1.5 hours in length each week) in the following areas:
  - Best Practices in Special Education, Differentiation, and ICT models
  - Danielson’s Framework for Effective Teaching
  - RtI and Universal Design for Learning
  - Strategies for supporting skill and socio-emotional development in the classroom
  - Inquiry and the use of data in assessment and instruction
§ Common Assessments and Rubrics in standards/skill-aligned instruction

§ Literacy/Numeracy across the curriculum

Restorative Justice/Culturally Responsive Education

- Teacher team meetings and collaborative planning/Effective co-teaching in ICT classrooms
- Student-centered/Inquiry-based instructional practices

§ Examining student work

§ Differentiation and addressing the learning needs of diverse populations

§ Rigorous instructional strategies

SCCS participates in the following DOE initiatives, which provide comprehensive resources, teacher training, PD opportunities, and various forms of on-site coaching: Algebra for All, AP for All, Middle and High School College Access for All.

Lead teachers attend monthly trainings in content and pedagogy with representatives from the Superintendent's team, and turnkey professional learnings to their teams in weekly meetings.

Teachers work with various coaches and consultants (including representatives from our partner organizations, BRIC Arts, The Shubert Foundation, Brooklyn Public Library, Urban Advantage, Citizen Science, Pathways to Leadership) as well as coaches from Generation Ready and the Leadership Academy, in and out of the classroom to develop structures, strategies and instructional methods that target specific content/skill standards

- Grade Teams and Department Teams are each programmed to meet 1-2 times per week and submit meetings and work/inquiry products to administration for review; Department Leaders and Grade Team leaders meet with administration weekly to build capacity, consult on systems/institutional practice, and implement PD calendars and plans school-wide.

○ Teachers have access to CCLS- and NYS Exam-Aligned Performance Series to design assessments tailored to ongoing assessment of student needs, and use data to drive instructional planning and curriculum development. Scantron technology and assessment-development software assists teachers in designing assessments to target areas of student need and growth.

○ Teachers have access to professional developments in the area of alternate assessment, socio-emotional support strategies, and instructional strategies for high-needs students.

○ Teachers in all content areas and disciplines attend off-site Professional Developments throughout the year, and turnkey their learnings to Departments and Grade Teams in regular meetings.

○ SCCS was identified as a DOE "Showcase School" for the 2017-2018 school year, which will continue in the 2018-2019 school year, when we will onboard two additional "Showcase Fellows," teacher-leaders who will drive and facilitate the planning and execution of related events, facilitations, and materials/resources.
19K422 applied to be, and was approved for, a PROSE school designation, to modify programs and structures to maximize teacher ability to plan, meet, and engage in Professional Development in service of professional growth and meeting student needs.

- 19K422 was asked to serve as an official NYC DOE Training Academy in 2016-2017 as a hub for new teacher development for NYC Public Schools, which will continue in the 2018-2019 Spring Semester. A team of teacher leaders applied, and were accepted, to be site coaches; teacher coaches receive professional development specifically geared toward growing capacity and improving practice in colleagues, and mentor student teachers from multiple training programs in the city on-site.

All teachers meet in Departments, mentorship pairings, and co-teaching partnerships as part of their Professional period programs; these meetings are run by Teacher Leaders who meet regularly with administration to debrief emerging staff needs, engage in reflection and feedback about best practices and PLC goal-setting, and collaborate in designing ongoing PD structures and foci that support the growth of a diverse teaching staff.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

N/A

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

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

N/A

### 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/information, early intervention services, etc.).

N/A

#### 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.

Staff formed the mandated MOSL committee to consult with the Principal regarding state exams and MOSL selection. Teacher committees and teams are surveyed in Grade Teams, Inquiry teams, and Department Teams for feedback regarding quality, frequency, and selection of various assessment strategies, programs, and technology. Professional
Development time is set aside, as well as Per Session stipends for training, committee meetings, and departmental norming and grading time. Assessment programs are coordinated by Assistant Principal and Principal in consultation with various teaching teams. Rubrics and developing skills and practices around implementing and utilizing data from common assessments is a priority of the year’s Professional development schedule. Departments meet to develop a year-long calendar of assessments, data inquiry, and goal-setting/tracking, aligned with individual departmental multi-year Scope and Sequences, and Department Leaders and Grade Team Leaders advise administration on authentic calendars for data inquiry and tracking cycles to regularly assess instructional and school-wide impact on student learning.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>362,659</td>
<td>x</td>
<td>Section 5A part 4</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>123,472</td>
<td>x</td>
<td>All sections</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>4253540</td>
<td>x</td>
<td>All Sections</td>
</tr>
</tbody>
</table>

1**Explanation/Background:**
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

<table>
<thead>
<tr>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title I, Part A – Schoolwide Programs:</strong> 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).</td>
</tr>
<tr>
<td><strong>Title I School Improvement 1003(a):</strong> To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.</td>
</tr>
<tr>
<td><strong>Title I Priority and Focus School Improvement Funding:</strong> To support implementation of school improvement plans that aims to improve instruction and address the identified needs.</td>
</tr>
<tr>
<td><strong>Title II, Part A:</strong> 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.</td>
</tr>
<tr>
<td><strong>Title III, Part A:</strong> 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.</td>
</tr>
<tr>
<td><strong>Title III Immigrant:</strong> Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.</td>
</tr>
</tbody>
</table>

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities...
funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Spring Creek Community School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Creek Community School will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments; |
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

### Parental Involvement and School Quality

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

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

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act;

schedule additional parent 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;

Encouraging School-Level Parental Involvement

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

holding an annual Title I Parent Curriculum Conference;

hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

couraging 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 an online resource for parents and families via the school website, including links to academic supports, and 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 regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.
Spring Creek Community School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

● providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

● ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

● notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

● planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

● supporting parental involvement activities as requested by parents;
● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

● check and assist my child in completing homework tasks, when necessary;

● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

● set limits to the amount of time my child watches television or plays video games;

● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

● encourage my child to follow school rules and regulations and discuss this Compact with my child;

● volunteer in my child’s school or assist from my home as time permits;

● participate, as appropriate, in the decisions relating to my child’s education;

● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

● share responsibility for the improved academic achievement of my child;
### III. Student Responsibilities

**Student Responsibilities:**

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

### Addendum: Community School Partnerships

**Directions:** The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

**Part 1 – Community School Partnerships Goal(s)**

<table>
<thead>
<tr>
<th>How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CS strategy utilizes the core services to provide a holistic approach to supporting our students in their academic success. From the health and wellness perspective, we utilize guidance counselors, social workers and social work interns to provide socioemotional support. We additionally utilize a restorative justice approach for additional socioemotional support and development, which is shaped by our restorative justice coordinator. From the family engagement perspective, we work closely with the parent coordinator and parent association to create programming and resources that meet the needs of our diverse families. Additionally, we utilize newsletters to improve our reach beyond traditional communication methods. In terms of expanded learning time, we provide SONYC afterschool programming, as well as sports offerings. Additionally, we provide targeted test preparation and before school educational services to supplement traditional offerings. In terms of attendance supports, we employ an attendance team comprised of different stakeholders which conferences on attendance percentages and red flags weekly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the 18-19 school year, SCCS aims to further embody our role as a community school by improving our overall culture, engaging our students and families in socioemotional development, and improving their access to necessary resources.</td>
</tr>
<tr>
<td>- We will improve our cumulative student attendance 2% by the end of the 18-19 school year by improving on our current intervention and support strategies.</td>
</tr>
</tbody>
</table>
We will expand our socioemotional support to better serve students who are severely chronically absent and chronically absent, and decrease these populations 10% by the end of the 18-19 school year.

We will increase our average attendance at parent engagement opportunities to 20 families by the end of the 18-19 school year by improving our outreach methods, and better meeting families’ needs with the resources we offer.

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):

How will achieving your Community School Goal(s)—in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness—support your academic goals for students?

We intend to improve upon our ELT offerings to better encompass the interests and needs of our students. In doing so, we improve the connection our students have to their school. We will be thoroughly case conferencing our students who are flagged for their attendance and connecting them to suitable resources and socioemotional supports. We will be offering better targeted resources to our families and improving upon our outreach methods. In doing so, we improve the connection our families have to the school community. We will also be improving our overall socioemotional intervention processes including supports for families as a whole.

These efforts that support achieving our goals are directly aligned with supporting the academic goals of our students. Students and families who feel connected to their school are less likely to dropout or experience chronic absenteeism. Additionally, the further students and families progress in their socioemotional development and learning, the better equipped they are to address the barriers that hinder the ability to achieve academic goals.

Part 2 – Community School Partnerships Core Services Action Plan

Part 2a. Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interborough Developmental &amp; Consultation Center</td>
<td>Students experiencing acute mental health challenges/distress</td>
<td>Therapeutic services, psychiatric evaluation, and medication management</td>
<td>Increase the number of students served by 5%.</td>
</tr>
<tr>
<td>Food Bank NYC</td>
<td>Families in need of food assistance</td>
<td>Provide funding to support campus wide food pantry</td>
<td>To improve awareness of pantry services and offerings.</td>
</tr>
<tr>
<td>Lead CBO/ DYCD SONYC</td>
<td>Middle school students in SONYC programming</td>
<td>Provide funding and training for the proper execution of a Cookshop program for students</td>
<td>To improve awareness of after school programming and increase number of students.</td>
</tr>
</tbody>
</table>
engaged in ELT programming

The Leadership Program

All students & families

Provide programming through college access for all to students and families

To improve attendance of students in Cookshop program

To improve family awareness of college options

*This supports our goal of increasing attendance at parent engagement as well as our goal of increasing access to socioemotional supports.

### Part 3 – Budget and Resource Alignment

**Part 3a.** Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We will be leveraging the resources allotted to our parent coordinator to implement family engagement programming and services, as well as Priority/Focus funds for parent engagement.

**Part 3b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>X</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Part 3c.** Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of
their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

The lead CBO in partnership with the community school hired a new community school director in March of 2018. The community school director was able to conduct ongoing needs and asset assessments. Additionally, this community school director organized the forum where parents were able to address concerns they have identified in a discussion format. The information obtained from assessment processes will be utilized to plan sy18-19 programming in a way that best addresses the needs identified with the assets available.

Students presenting socio-emotional challenges are identified through our referral process. They are then provided supportive services in a variety of formats. The majority of these formats are offered on-site to alleviate time and travel constraints. The referral process will be re-evaluated to determine how we will address students who may pass under the radar. We currently provide the students we’ve identified with the right services; however, we are working to expand who the “right students” are for the support we can either provide or refer out to.

After school services are aligned with instructional programming through the use of a knowledgeable educational specialist. We currently offer a healthy spread of after school programming. However, we are working to improve our outreach efforts to better inform the school community of our offerings. We will be implementing an additional opportunity for ELT through the use of an on-site mentorship program. The program will provide learning opportunities that supplement day-time instruction. Additionally, this program will help to target students who haven’t felt connected to ELT options currently available. Lastly, we will be working to improve the offerings we have for high school aged students, as we do not currently have a formal high school level after school program. These targeted efforts will help to ensure that there are fulfilling options for all students to take part in.

The style of forum which we previously used will be revamped. Data will be continuously collected at parent engagement events including our resource fair and parent-teacher conference events. Additionally, a forum will be conducted once mid-year, and again at the end of the year. These forums will be incorporated into parent association meetings to improve turnout and depth of parent voice. The information obtained from all these methods will be relayed directly to principals via the SLT.

The attendance team meets weekly to analyze data and case conference students. The New Visions Data Sorter is used to provide useful context information during conferencing. The ATS system is also utilized. We will improve upon this practice by providing more case management as opposed to case conferencing of students.

The community school team will meet monthly and analyze SONYC after school attendance data, information provided via the data sorter, and the level of parent engagement measured via communication platforms, and attendance tracking.

Part 4 – Community School Partnerships Oversight
### Part 4a. Key Staff and Partners

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)
2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.
3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students.

The SONYC after school director works for the lead CBO and provides ELT support in the form of after-school services. The lead CBO provides mental health support via social workers and interns. The Interborough partnership provides additional mental health support to our students and families. Our partnership with the Food Bank provides funding for our campus pantry which is utilized by our families. These partnerships provide oversight over the services offered and increase offerings as capacity increases. Staff from SCCS.

### Part 4b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

We will need the funding provided by FoodBank to support our school pantry. We will need the AIDP funding provided by the United Way to support our staff at Pathways to Leadership and our partnership with Interborough.

### Part 4c. Timeline for implementation and completion, including start and end dates.


### Part 4d. Mental Health Work Plan

Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

**Part I: School ELL Profile**

### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Brooklyn</td>
<td>422</td>
</tr>
</tbody>
</table>

School Name: Spring Creek 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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Christina Koza</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Jeffrey Hammer</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Stephen Burd</td>
</tr>
<tr>
<td>School Counselor</td>
<td></td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>English</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Paullette Holland</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td>Karen Watts</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Certification Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

### D. Student Demographics

2018-19 SCEP-FL
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply:

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

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

Bilingual Program Breakdown

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

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   At Spring Creek Community School all ESL instruction is data driven through NYSESLAT modality analysis, Measures of Student Learning Exams and Teacher Created Assessments. Assessment and data is collected and analyzed on a regular basis by administration, departments, ESL teacher, and consultants. This data that is collected helps us compile information that is used to further shape the pace and form of instruction for ELA, ESL and all literacy-based approaches through periodic goals set by the teachers. SCCS classrooms contain leveled libraries, genre libraries, word walls, software tools, translation programs, and other resources to help make content comprehensible for ELLs.
In the classroom, the data is used to group students for targeted small group instruction. In addition, the data is used to plan for individual conferences and whole class mini lessons.

2. What structures do you have in place to support this effort?

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   At SCCS, ELL success is measured through a variety of formal and informal assessments, including, but not limited to Interim Assessments, reading conferences, weekly quizzes and exams, progress reports, classwork, homework, and participation scores. Project-based learning is assessed through a system of rubrics and reflective evaluations that emphasize higher-ordered metacognitive abilities. Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS) are assessed on a weekly basis in the course of push-in instruction and pull-out instruction through conferencing and oral assessment activities.

4. What structures do you have in place to address interventions once the summative data has been gathered?

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
   We currently have 6-9th graders

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   NYSELAT and LAB-R reports validate SCCS’s emphasis on literacy building through project based learning that emphasizes content-rich instruction. Students are taught explicit strategies to improve reading endurance and writing volume. Patterns reveal the challenge SCCS has to improve reading and writing levels across all grade levels.

   The results of the LAB-R indicate the students enlish proficiency level and help SCCS develop a plan for delivering ESL services and how much intervention services students will need. The data patterns revealed that many students who have been receiving services for four years or more are making significant gains on the various modalities presented on the NYSELAT. Lastly, the data revealed that our population of ELLs mostly scored EXPANDING in reading, writing, and speaking with the exception of 2 students.

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

---

**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
Students in freestanding ENL program are instructed in English with support in native language to the extent possible. English Language Arts content is delivered in general education classes during the ELL's ELA period. The content team teachers and the teacher who is servicing the students meet weekly to discuss units, lesson plans, and plans for differentiated instruction. Differentiated instruction is supported by ESL services and content team teachers. Content is enriched through the use of socially constructed project-based learning activities, capable of addressing variations in learning styles and modalities through a variety of SIOP and CALLA-based strategies. All students are Advanced, with the exception of 2 so all lessons are administered in the English language through the class periods.

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

SCCS staff is organized around grade and content teams with the content teacher and ESL coordinator participating in all instructional decisions as equal team members.

a. ESL services are delivered throughout the day explicitly during various content periods. The students work with content area teachers to ensure comprehension, re-teaching material, and assessing ELLs formally and informally during class periods. Explicit ESL instructional minutes are delivered as push-in units and pull-out units. ELLs are grouped in one class per grade level, facilitating schedules between the ESL teacher and their students. EXPANDING ELL students receive 180 minutes a week in a push-in & pull-out model. While EMERGING & ENTERING students receive 360 minutes a week. Students make up their minutes throughout the day by either the ESL teacher pushing in or pulling out the students.

SCCS is in compliance with all State and City mandates in regards to time allotments for ESL instruction.

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.

English Language Arts content is delivered in general education classes during the ELL's ELA period. The content team teachers and the teacher that is working with the ESL students meet weekly to discuss units, lesson plans, and plans for differentiated instruction. Differentiated instruction is supported by ESL services and content team teachers. Content is enriched through the use of socially constructed project-based learning activities, capable of addressing variations in learning styles and modalities through a variety of SIOP and CALLA-based strategies. All students are EXPANDING with the exception of two students, so all lessons are administered in the English language through the class periods.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are appropriately evaluated in their native language based on responses to parent interviews, language choice for NYC DOE DVD and student choices. Students are Advanced, so they prefer to receive all exams in the English language.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
e. Former ELLs up to two years after exiting ELL status
   a. Spring Creek Community School currently does not have any SIFE students, however, if we had any SIFE students, the ESL provider would provide supplement ESL strategies for the SIFE students primarily through targeted small group instruction within the push-in model. During this time, the ESL provider and content team teachers will work with the SIFE students individually and in small groups to bridge gaps in their skill base using a variety of Q-Tel-derived differentiation strategies and Wilson phonics skill building exercises.
   b. We currently do not have any new ELL students, however, instruction would focus on developing their literacy skills in their native language. Instruction would be consistent with New York State and New York City performance guidelines and standards. In the push-in model, the following supplementary materials would support ESL instruction: quality high-interest, lower reading level, age appropriate books, flash cards, graphic organizers, picture dictionaries, translation software/language programs and apps, and the use of the computer lab.
   c. In addition to mandated minutes, ELLs within the 4-6 year window receive small pull-out instruction and in-class conferencing with content team teachers and ESL providers. In addition to the supplements mentioned above ELLs within the 4 - 6 years window will use Duolingo to increase reading comprehension. Diagnostic assessments are used to target specific modalities and skill gaps that students will focus on during class and homework assignments.
   d. Currently, we do not have any Long Term ELLs, however, they would receive additional instruction during lunch period and after school programs with the assistance of both content and ESL providers. Special efforts would be made to assist long-term ELLs with comprehension strategies, based on Q-Tel derived strategies.
   e. ESL providers would continue to support the former ELL students by scaffolding strategies and differentiation plans, while still offering their modifications for the NYS exams.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
   In order to provide access to academic content areas and accelerate English language development the ESL teacher and content team teachers will use the following strategy with ELL-SWDs: Small group instruction, pull-out instruction, and use of a dictionary in their native languages.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   In order to meet the diverse needs of ELL-SWDs flexibility in the schedule allows for teachers to meet in grade teams and content teams weekly. The ESL coordinator and content team teachers meet to discuss unit of studies, lessons and modifications for ELL-SWDs. In addition to units of study, instruction is modified and delivered by the ESL teacher during pull-out sessions.
8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Spring Creek Community School ELLs receive State-mandated number of ESL services in the form of push in and pull out support during English Language Arts blocks and other content classes. Students are encouraged to work cooperatively on learning projects and are grouped heterogeneously by ability within their L1 cohort. Pull-out teacher works with students during content classes provides additional support materials to students to assist with comprehension. During independent work blocks, ELLs work with the ESL provider to review learning goals and increase reading comprehension. Content is re-taught when needed and supported through L1 support and translation.

Intervention strategies will consist of content team teachers and ESL service providers to be available after school to assist students with skill building activities and specific comprehension issues.

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

Saturday Academy and an ESL afterschool program which enables students to work on various projects from content classes with the help of the ESL teacher and technological support.

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

None

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are invited to participate in all after school activities. Since our ELL population is very minimal, our students are able to participate in all after school programs, pertaining to enrichment. Invitations go out to all students in the form of permission slips.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

SCCS teachers strive to create lessons that address all learning modalities through the use of software technology, visual aids, audio and video materials, kinesthetic activities, and relevant field trips. ESL materials include newcomer text books and workbooks, bilingual libraries, dictionaries, and glossaries, language manipulatives, instructional games, graphic novels, translation programs/software/apps, Rosetta Stone, and flash cards.

Staff members attend DOE and OELL-sponsored professional development seminars to remain up to date on the latest strategies and most effective techniques for delivering differentiated, project-based instruction.

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

Native language is supported in each content area by the existence of bilingual libraries and translation software/language learning apps accessible to students in each classroom.

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

Required services and support correspond to ELLs’ ages and grade levels. Students are provided age appropriate books and study materials. Small group conferring is used to address individual student needs.

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

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Staff members attend DOE and OELL-sponsored professional development seminars to remain up to date on the latest strategies and most effective techniques for delivering differentiated, project-based instruction.

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

Since we currently do not have any new enrolled ELL students, newly-arrived ELLs would be assisted by the SCCS staff before the beginning of the school year. Students and families will be connected to community-based support organizations, local and State assistance programs, as well as advocacy organizations, based on their needs. The ESL coordinator would maintain an active relationship with local groups to ensure that newly-arrived students and families will receive a minimum level of support during the newcomer process.

17. What language electives are offered to ELLs?

Spanish

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

None

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**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

   Non-attendance days for students will be labeled professional development days for all teachers of ELLs. Professional development will be ongoing during the school year specifically on a designated Wednesday of each month. Where possible, teachers will attend outside meetings for training and information.

   In addition to professional development, staff will be supported through online resources, co-planning and collaboration with content area teachers, and teacher team/inquiry meetings through common planning and unit projects.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

   ELL training for all staff, including non-ELL teachers will take place and include instruction and protocols on appropriate evaluation, placement, and provision of services to all students. Workshops when offered will be offered to any teacher who work with any of the ELL students.

   For the 2015-2016 school year, staff will receive a minimum of 10 hours of PD sessions to help content teachers with strategies. The Staff will attend off-site work shops in differentiation, SIFE students, and Q-Tel strategies. Attendance logs will be collected and teachers that receive training will be expected to turn-key PD to their colleagues.
Parental Involvement

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

Parents are a vital part of the SCCS learning community. Beyond quarterly report card conferencing, SCCS features semi-monthly open house activities, PA functions, and is open to parents for any counseling, behavioral, or academic needs their children might have.

In order to accommodate parents of ELLs, Spring Creek Community School will offer translation services upon request and Spanish speaking translators will be available to meet with parents.

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

All parents are involved through various activities throughout the school year. This is organized by the parent coordinator.

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

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christina Koza</td>
<td>Principal</td>
<td></td>
<td>9/21/15</td>
</tr>
<tr>
<td>Jeffrey Hammer</td>
<td>Assistant Principal</td>
<td></td>
<td>9/21/15</td>
</tr>
<tr>
<td>Paullette Holland</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/21/15</td>
</tr>
<tr>
<td></td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
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<td></td>
<td>Teacher/Subject Area</td>
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<td></td>
<td>Coach</td>
<td></td>
<td>9/21/15</td>
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<tr>
<td>Stephen Burd</td>
<td>School Counselor</td>
<td></td>
<td>9/21/15</td>
</tr>
<tr>
<td>Karen Watts</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

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

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:

   - Part III of the Home Language Identification Survey (HLIS)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

Spring Creek Community School will use in house staff members or the Translation and Interpretation Unit to provide regular and timely translated documents. Timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and / or other school staff regarding critical information about their child's education.

Spring Creek Community School uses the Parent Coordinator, Community Associate, emergency blue cards, home language surveys and ATS to determine home language translation and interpretation needs.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>The parents preferred languages for both written and oral communication is predominately english. However, we send out translated letters in spanish for a small portion of our parent population that speaks spanish.</td>
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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The parents receive New York City School calendar and testing calendar . Currently we do not translate the above stated materials but it can be reproduced if necessary in their native language.</td>
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</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

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

Part D: Providing Notice of Language Assistance Services

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

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

Part E: Monitoring Provision of Language Services

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

We will use the parent surveys in conjunction with parent workshops that the Parent coordinator will conduct throughout the school year.