

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**19K422**

**School Name:**

**SPRING CREEK COMMUNITY SCHOOL**

**Principal:**

**CHRISTINA KOZA**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: Spring Creek Community School School Number (DBN): 19K422  
Grades Served: 6-12 (6-9 in 15-16 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](mailto:ckoza@schools.nyc.gov)  
Principal: Christina Koza  
UFT Chapter Leader: Margentina Floratos-Velentzas  
Parents' Association President: Joyce Bowers  
SLT Chairperson: Bradley Alter  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 19 Superintendent: Donald Conyers  
Superintendent's Office Address: 6565 Flatlands Avenue, Room 104c, Brooklyn, NY 11236  
Superintendent's Email Address: dconyers@schools.nyc.gov  
Phone Number: (718) 968-4100 extension 1044 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: **Bernadette Fitzgerald**  
Director's Office Address: 131 Livingston, Room 501, Brooklyn, NY  
Director's Email Address: BFitzge2@schools.nyc.gov  
Phone Number: 718-225-5119 Fax: 718-935-4314

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Christina Koza	*Principal or Designee	
Bradley Alter	*UFT Chapter Leader or Designee	
Joyce Bowers	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
William Cates	Member/ Teacher	
Astrid Rousseau	Member/ Teacher	
Nadia Khan	Member/Teacher	
Sharon Jones	Member/ Parent	
Michael Stanley	Member/ Parent	
Lovely Gibson	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Janine Smiley	Member/ Parent	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

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. 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. 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 under contractual time to maximize 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 formal 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 75% 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 prepared 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. 100% of our Middle School students cycle through enrichment electives or specialized courses throughout the school year, and our partnerships with outside organizations to provide academic, cultural, and socio-emotional support and resources to students include The Shubert

Foundation/Broadway Junior, Generation Ready, Brooklyn Public Library, BRIC Arts, Children's Museum of the Arts, and Urban Advantage.

## 19K422 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	229	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	1	# Drama
				1
# Foreign Language	3	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	127.4%	% Attendance Rate		92.1%
% Free Lunch	86.4%	% Reduced Lunch		6.5%
% Limited English Proficient	1.8%	% Students with Disabilities		21.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		75.1%
% Hispanic or Latino	22.5%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White	0.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		12.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		4.9
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.5%	Mathematics Performance at levels 3 & 4		8.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- Staff reflections, curricular review, Inquiry with data trends and Quality Review/PPO feedback, and consultation with parent groups/ SLT indicated that there is room for growth in areas of increasing rigorous instruction, curricular planning, and differentiation/tiered access for our highest achieving learners.
- Quality Review feedback indicated we were proficient and/or well-developed in all components relating to curriculum and standards-alignment; stating “ strategic integration of the instructional shifts and precise modifications for specific subgroups, such as the highest achieving learners, are not embedded practices across the school.” 100% of scope and sequences, unit plans, and lesson plans are aligned with CCLS and instructional shifts, however, differentiation and tiered interventions are not fully embedded for our subgroups of accelerated or highest achieving learners.
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### Part 2 – Annual Goal

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

By the end of the 2015-2016 academic school year, 100% of the staff will develop & complete unit plans, Scope & Sequences, and summative assessments/projects that formally integrate aligned access/entry points at or above Common Core learning standards and grade level mastery.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Departments will develop Benchmark assessments for each unit in the four core disciplines that formally integrate the expectations of the instructional shifts and curricular strands that</li> </ul>	<p>Department Teams.</p>	<p>Ongoing (monitored in weekly department meetings and communicated to Admin via Leadership Cabinet meetings. Department Heads track and monitor submission of unit plans at start of each curricular unit, via internal online data sharing platforms, with admin and teacher teams).</p>	<p>Department Heads, coaches, Admin.</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p>All staff.</p>	<ul style="list-style-type: none"> <li>• Minimum one per semester.</li> <li>• Weekly.</li> </ul>	<ul style="list-style-type: none"> <li>• Administration, in consultation with Instructional Cabinet, will establish calendar and plan (or secure teacher-leaders to plan) best practice PDs.</li> </ul>

**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.

- Funds allocated for weekly Generation Ready Instructional Coach to work with staff around rigorous curriculum/assessment development.
- Programmed departmental and ICT co-planning periods in teacher schedules to focus on integrating shifts and grades-level mastery.
- Funds allocated for per session for teacher teams to engage in assessment and curriculum writing.

**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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

Department Cabinet meetings week of January 4<sup>th</sup>, 2016 for mid-year check-in. Monthly reviews of submitted unit plans with Admin/Department Heads.

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

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- 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. Parents at an SLT brainstorming session specifically identified teacher development and use of assessment data to gather and share information with each other, students, and families, and to develop instruction suited to the way students learn best, as one of the school-wide practices they appreciated most and wished to see even more of. Schoolwide Advance Observation data indicates upward trend in Domain 3d (Assessment in instruction) but indicates room for growth.
- Our Quality Review rated us Well-Developed in 4.2 ( Engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning) and 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 into a high school, and expand our resources/capacity to further establish these structures and practices as a growing 6-12 school.

### Part 2 – Annual Goal

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

By the end of 2015-2016, all Teacher Teams (both departmental and Grade-level) will have engaged in three full data inquiry, goal-setting, and tracking cycles, and participated in at least one full round of team-based intervisitations. At year end, each Teacher Team will produce a minimum of one data cycle that evidences growth in standards mastery in each of the four core disciplines, including subgroups of students.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• School-wide professional development calendar will embed a minimum of once-monthly focus on aspect of data goal-setting/inquiry cycles and assessment developments. Twice Weekly Generation ready Coach works with all teachers a minimum of once every two weeks. Cambridge’s Professional Learning Communities model and other research-based protocols used to norm language.</li> <li>• Leadership team of teachers already accepted into the DOE’s Teacher Leadership Project will plan quarterly Wednesday PDs around identified areas of needed support/process development.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers (in teams according to department, Grade level, and leadership/ mentor positions)</li> </ul>	<p>Year-long data cycle calendar will be established in summer PD/September team meetings and submitted for approval; to administration by September 30<sup>th</sup>. Leadership Cabinet, including Intervisitation Coordinator, will identify and submit calendar for first team intervisitation cycle by September 15<sup>th</sup>.</p>	<ul style="list-style-type: none"> <li>• Teacher teams submit minutes from weekly meetings</li> <li>• Leadership cabinet tracks calendar progress and troubleshoots at weekly meetings.</li> <li>• All teacher teams contain at least one Special Educator to ensure RtI tiered interventions and support in developing goal-aligned instructional plans and differentiation that targets all subgroups.</li> </ul>
<ul style="list-style-type: none"> <li>• Existing Inquiry/Goal-setting/tracking tools utilized 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.</li> </ul>	<p>Teacher Teams (all staff)</p>	<p>Completed by Summer’s end; rolled out according to yearly PD calendar.</p>	<p>Teacher leaders/Professional development Facilitators in-house. Administration. Literacy Coach.</p>
<ul style="list-style-type: none"> <li>• Weekly meetings of following teams/communications venues:</li> </ul>	<p>Teacher team leaders. Administration.</p>	<p>Ongoing (according to established calendars by September 30<sup>th</sup>).</p>	<p>Teacher team leaders. Administration. Literacy/Inquiry Coach.</p>

Department Meetings, Leadership Cabinet, Admin/Mentor Teachers.	Literacy/Inquiry Coach.		
<ul style="list-style-type: none"> <li>• Periodic coaching sessions scheduled with coach/admin based on review and information gathered from team submission of artifacts throughout cycle.</li> </ul>			
•			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> <li>• Programmed Twice-monthly meetings for Grade Teams, Leadership Cabinet as a whole.</li> <li>• Programmed Weekly meetings for Departments, Admin with Mentor/Lead teachers/Coaches.</li> <li>• Programmed twice-weekly meetings for all ICT co-teaching partnerships.</li> <li>• Allocation of funds for weekly Generation ready Literacy/Instructional Coach.</li> <li>• Allocation of funds for summer and school-year per session to develop and revise tools, proptocols, and products to streamline and facilitate inquiry/goal-setting process and develop effective assessments.</li> <li>• Allocation of funds to keep Lead teachers/Team Leaders under contractual program a minimum of two additional periods a week for meetings and additional mentoring/coaching/collaborative planning periods.</li> </ul>										
<b>Part 4b.</b> 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		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
<u>Wednesday, February 3<sup>rd</sup> School-wide Professional development session as reflection, data review, and goal-setting for process/progress towards CEP goal.</u>
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

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

**Part 1 – Needs Assessment**

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

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 is expanding our parent outreach and menu of events, workshops, and opportunities to bring families into the school community for access to resource, supports, and partnerships.

**Part 2 – Annual Goal**

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

Parent involvement and partnership with school personnel and community in supporting student achievement will increase as evidenced by a minimum of overall 7% increase at schoolwide functions, and an increase of parent-centered workshops offered on campus by at least three events per year.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>•</li> </ul>			

<ul style="list-style-type: none"> <li>• Parent Coordinator will create and share a monthly newsletter that shares events, resources, and information with families.</li> </ul>	<ul style="list-style-type: none"> <li>• SCCS Parents/families.</li> </ul>	Yearlong (on first of month)	<ul style="list-style-type: none"> <li>• Parent Coordinator (with resources/information as needed from staff).</li> <li>• Weekly meeting with PC and Admin to monitor completion and goals/best practices.</li> <li>• Meetings with PTA to solicit quality feedback/interests.</li> </ul>
<ul style="list-style-type: none"> <li>• A minimum of one workshop/event/socializing/networking event per quarter around parent/family needs/interests will be offered on-campus.</li> </ul>	Parents/Families	Quarterly.	<ul style="list-style-type: none"> <li>• Work with PTA/SLT to periodically survey for parent interest and needs to guide workshop focus and planning.</li> <li>• Community School CBO (Pathways to Leadership) invited to SLT to partner in planning and outreach.</li> <li>• Parent Coordinator (with support of administration and Community Associate) facilitate planning of workshop or securing interest-based provider of content.</li> <li>• AIDP Community Schools partner CBO Pathways to Leadership will meet weekly with PC and co-facilitate outreach, planning, and workshops.</li> </ul>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• AIDP Grant funds.</li> <li>• Tax Levy funds for materials/resources, food, and outside service providers (as per parent needs/interests).</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
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First of each month confirm completion/dissemination of newsletters. Workshop Reviews October 31<sup>st</sup>, January 1<sup>st</sup>, February 29<sup>th</sup>, May 2<sup>nd</sup>. Schedule mid-year meeting with all stakeholders (PTA President, SLT Chairperson, CBO Partnership Director, PC, Admin, Guidance) to review progress toward goal and identify next steps.

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

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	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.	<ul style="list-style-type: none"> <li>• Pull-out sessions with Special Education/ Literacy teachers</li> <li>• Generation Ready Coach pushing in to ELA classes</li> <li>• Comprehension strategies (reciprocal reading, targeted literacy)</li> <li>• Ongoing assessment and item-analysis driven target lessons and tutoring</li> <li>• Differentiated instruction/ curriculum materials and assessments where appropriate</li> <li>• Partnerships with external Professional Development and Resource-rich organizations (BRIC Arts, Children’s Museum of the Arts) to secure resources, curriculum, and enrichment opportunities that increase engagement and access for all learners</li> </ul>	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

<p><b>Mathematics</b></p>	<p>Data sources considered for ongoing AIS programming and service provision will include academic history &amp; portfolios, State Exam scores, progress reports, Dean and Guidance referrals, SBST and teacher-team feedback, etc.</p>	<ul style="list-style-type: none"> <li>● Pull-out sessions with Special Education/Math teachers</li> <li>● Small-group instruction on skill, content and standards-based curriculum</li> <li>● Math Coach (AP) support in classrooms</li> <li>● Generation Ready Literacy coach pushing-in to support critical thinking and literacy skill development in the math classroom</li> <li>● Ongoing assessment and item-analysis driven target lessons and tutoring</li> <li>● Comprehension strategies and targeted literacy support/strategies</li> <li>● Differentiated instruction/curriculum materials and assessments where appropriate</li> </ul>	<p>Small group, pull out, station learning, one-to-one tutoring, transition self-contained program, etc</p>	<p>During regularly scheduled classes, additionally programmed flexible literacy and tutoring periods, lunchtime and pull-out tutoring, after-school sessions</p>
<p><b>Science</b></p>	<p>Data sources considered for ongoing AIS programming and service provision will include academic history &amp; portfolios, State Exam scores, progress reports, Dean and Guidance referrals, SBST and teacher-team feedback, etc.</p>	<ul style="list-style-type: none"> <li>● Project-based and hands-on learning opportunities; differentiated choice-driven projects; multimedia content and resource options</li> <li>● Differentiated instruction/curriculum materials and assessments where appropriate</li> <li>● Literacy strategies (close reading,</li> </ul>	<p>Small group, pull out, station learning, one-to-one tutoring, etc</p>	<p>During regularly scheduled classes, additionally programmed flexible literacy and tutoring periods, lunchtime and pull-out tutoring, after-school sessions</p>

		<p>comprehension, organization, decoding) for informational texts</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>		
<p><b>Social Studies</b></p>	<p>Data sources considered for ongoing AIS programming and service provision will include academic history &amp; portfolios, State Exam scores, progress reports, Dean and Guidance referrals, SBST and teacher-team feedback, etc.</p>	<ul style="list-style-type: none"> <li>• Literacy strategies (close reading, comprehension, organization, decoding) for informational texts</li> <li>• Collaboration across Humanities departments turnkeys essential literacy strategies and structures to reinforce literacy across content</li> <li>• Differentiated instruction/curriculum materials and assessments where appropriate</li> <li>• Generation Ready Literacy coach pushing-in to support critical thinking and literacy skill development</li> <li>• Partnerships with external Professional Development and Resource-rich organizations (Brooklyn Public</li> </ul>	<p>Small group, pull out, station learning, one-to-one tutoring, etc</p>	<p>During regularly scheduled classes, additionally programmed flexible literacy and tutoring periods, lunchtime and pull-out tutoring, after-school sessions</p>

		Library, Affiliate School Program of Gilder-Lehrman Historical Institute ) to secure resources, curriculum, and enrichment opportunities that increase engagement and access for all learners		
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Data sources considered for ongoing AIS programming and service provision will include academic history &amp; portfolios, State Exam scores, progress reports, Dean and Guidance referrals, SBST and teacher-team feedback, etc.</p>	<ul style="list-style-type: none"> <li>● Rtl strategies and structures</li> <li>● SBST intervention strategies</li> <li>● Counseling services and referrals</li> <li>● Conflict resolution, management and coping strategies (with GC, SW program, trained dean/personnel, etc.)</li> <li>● Interactive skill modeling, role-playing, and reflective practices</li> <li>● Extracurricular offerings such as sports and the arts</li> <li>● On-site CBO partner TBA provides comprehensive after-school programming in the arts, literacy, academic support, socio-emotional skill-building, and sports</li> </ul>	<p>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-development groups run by Guidance Counselor, School Psychologist, and on-site Social Work interns. AIDP DOE Campus grant (appx. 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.</p>	<ul style="list-style-type: none"> <li>● During weekly scheduled counseling sessions</li> <li>● On a referral basis and in consultation with our Special Education/ Intervention team</li> <li>● Counseling and group-based learning sessions with Pathways to Leadership Social Work interns and site-based mentor counselors, five days a week</li> <li>● Scheduled sessions and referrals to School Psychologist</li> <li>● Social Work and Mental Health Services via AIDP CBO Pathways to Leadership Community School grant</li> </ul>

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### 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 20% students with IEPs, plus an expanding cohort of full-time D75 inclusion students). 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 activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>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:</p> <ul style="list-style-type: none"> <li>o Weekly Wednesday professional developments (a minimum of 1.5 hours in length each week) in the following areas: <ul style="list-style-type: none"> <li>♣ Danielson's Framework for Effective Teaching</li> <li>♣ RtI and Universal Design for Learning</li> <li>♣ Strategies for supporting skill and socio-emotional development in the classroom</li> <li>♣ Inquiry and the use of data in assessment and instruction</li> <li>♣ Common Assessments and Rubrics in standards/skill-aligned instruction</li> <li>♣ Literacy across the curriculum</li> <li>♣ Teacher team meetings and collaborative planning</li> </ul> </li> </ul>

- ♣ Examining student work
- ♣ Differentiation and addressing the learning needs of diverse populations
- ♣ Rigorous instructional strategies

o Teachers work with various coaches and consultants (including representatives from our partner organizations, BRIC Arts, Children’s Museum of the Arts, The Shubert Foundation, Brooklyn Public Library, Urban Advantage, Citizen Science, Pathways to Leadership, Salvadori.org) 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

o 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.

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

o 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.

o A team of teacher leaders from 19K422 applied to, and was accepted into, the DOE’s Teacher Leadership Program for the 2015-2016 school year, ensuring extensive training and professional development to develop skills and capacity of teacher leaders and staff as a whole.

o 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.

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.

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

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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.

**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<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	276,717.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,369,517.00		

**<sup>1</sup>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. 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.

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

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#### **Parent Involvement Policy (PIP) Template**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing 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.

### **School-Parent Compact (SPC) Template**

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

#### **I. School Responsibilities:**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 19K422**      **School Name: Spring Creek Community School**  
**Superintendent: Karen Watts**

**Before you begin, please check the following:**

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

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

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

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

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

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. Include all languages, even if only a limited number of parents indicate a language.

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.

## **Part B: Creating a Communications Calendar**

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

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.

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

Parents have the opportunity to meet during regular scheduled Parent Teacher conference . We also have a welcome back to school curriculum night and other events where Parents can participate with our school family.

## **Part C: Providing Language Assistance Services**

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

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

Parents may choose to rely on an adult friend / companion or relative for language and interpretation services. 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. In addition, BGMS will provide interpretation services by using in-house staff members and / or by phone, if necessary.

Spring Creek Community School will use the Translation and Interpretation Unit to provide key school-based personnel on the language access requirements contained in Chancellor's Regulations - 663 and on resources available to support the requirements listed.

#### **Part D: Training Staff on Policies and Procedures**

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

Staff will be trained during Professional development workshops given in house.

#### **Part E: Providing Notice of Language Assistance Services**

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

##### Checklist of Notification Requirements

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

#### **Part F: Monitoring and Quality Control**

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

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