



Growth for Success Policy

In addition to implementing the principles of the Sanctuary Model®, Cardinal McCloskey Community Charter Schools (“CMCCS” or the “School”) shall provide each student with a Growth for Success Plan (“GSP”). The GSP recognizes that a child excels academically when they are well rested, emotionally supported, and safe.

The GSP is tailored to each student to support their healthy growth and development, and build their resilience and capacity to cope effectively with life challenges at home and at school while bolstering their academic performance. Our goal is for students to excel academically by creating an environment where they can learn free of any social, psychological, and physical barriers.

The GSP plan provides teachers with the ability to follow and monitor a child’s growth and success as well as identifying struggling students where early intervention is essential to prevent those children from failing.

Training

The Director of Curriculum and Instruction will work with the Principal to design and implement a one-to-two-week professional development program that will be held prior to the beginning of each school year. This annual pre-opening professional development will include identifying school-wide and teacher-specific needs, necessary to develop Individual Growth for Success Plans and to build teacher capacity to integrate the Sanctuary Model into their daily teaching practice by starting each day with a community meeting, writing themes to embed the seven (7) commitments.

Growth for Success and the Individual Learning Plan

Customized instruction and interventions will be provided to address each student’s Individual Growth for Success Plan requirements and recommendations. The GSP will be created for each child to support the academic aspects of their GSP plan. The GSP is tailored to the needs, learning styles and aspirations of each student. It will identify strategies that will be used to support each student’s academic growth. The Sanctuary Model shall be incorporated as appropriate into the Individual Learning Plan.

The Director of Curriculum and Instruction will work with the Principal and teachers to develop and implement individual Growth for Success Plans for all students based on each student’s academic, social-emotional and developmental data and growth targets.

Each child at CMCCS will have an individual GSP, whether or not they qualify for Special Education services, or are an English Language Learner (“ELL”) student, or qualify as one of CMCCS’ Students with Disabilities (“SWD”). For students with Individualized Education Programs (“IEPs”) and/or 504 Accommodation Plans, IEP and 504 Accommodation Plan objectives and requirements will be coordinated with GSP goals, but at all times the IEP objectives and requirements will govern the delivery of instruction and services to the students. Data will be the basis for analysis and modification of plans for teaching and learning as part of



the Instructional Child Study Teams (“ICST”), which is a multi-disciplinary team of school professionals co-chaired by the Director of Curriculum and the Director of Special Student Services. Additional staff participating in ICST meetings shall include classroom and Special Education teachers, as well as the reading specialist and counselors assigned as a result of Wraparound Services (outlined below). The ICST will meet once per month, or as often as needed based on individual circumstances.

Teachers will be able to identify group and individual barriers to learning as well as the need and appropriateness of raising standards and expectations to maintain the kinds of challenges that motivate learning. Analyses of tests, trends in rubric evaluation results from projects and presentations, and descriptive reviews of individual students will ensure that teachers are responsive to individual and whole class needs. The ICST will also take a lead role in developing and reviewing each student’s GSP quarterly, or as often as needed; and/or refining the plan based on faculty or parent/guardian referrals arising from parent-teacher conferences and/or other home-school communication during the school year

Gifted Students

When a student is identified as academically advanced or gifted, their teacher(s) will work with the School Leadership Team (Director of Curriculum and Instruction, Principal, etc.) to review and modify the student’s GSP and to provide enhancements.

Intervention for Struggling Students

CMCCS will have a proactive approach to identifying and addressing the needs of struggling students. Early intervention is the key to creating successful students and preventing a student from falling behind. Students who begin to struggle need intensive and individualized attention.

Academically, students will read and learn on or very close to their expected reading and mathematical requirements for their grade. Each child will have clearly set academic goals that will be tested annually by the NWEA and the IOWA exams.

The families of the students who are not progressing academically will meet with the School administration and their teachers. Together (using the Sanctuary Model®, i.e., S.E.L.F. Service Planning/Team Meetings, etc.), they shall create a plan based on the needs of the child. If recommended, CMCCS will arrange for a formal assessment or evaluation of the child’s needs conducted by CMCCS, and/or, if appropriate with the New York City Department of Education (“DOE”), and/or the student’s school district of residence committee on special education (“CSE”).

Response to Intervention

The Response to Intervention (“RTI”) is designed to identify at-risk students quickly before serious failure occurs and to design interventions to put them back on track to academic success.



By monitoring the student's GSP, reviews by the ICST and classroom teachers on a weekly basis, as dictated by the GSP, the teacher will work with the ICST/School Leadership Team to address the following:

- estimate the academic skill gap between the student and peers who perform at expected grade and developmental levels;
- determine the likely reason(s) for the student's poor academic performance;
- suggest an intervention likely to improve academic functioning;
- provide ongoing monitoring of academic progress to evaluate the impact of the intervention and to modify the intervention, as necessary; and
- if the student fails to respond to multiple well-implemented interventions, refer them to CSE for evaluation in accordance with applicable law.

Teachers will work with the ICST to provide support to struggling students by developing intervention strategies, establishing measurable goals with timelines, and reviewing progress. The Director of Curriculum and Instruction or the Director of Special Student Services will work closely with teachers as they undertake these student assessments. The result will be the creation of intervention plans for CMCCS's at-risk students.

In addition to providing differentiated instructional strategies, materials, and assessments within the classrooms, teachers and their assistants will provide push-in and pull-out one-on-one and small group targeted interventions. Instructional staff will provide in-classroom and out-of-classroom support to struggling students throughout each school year.

The most intense level of intervention on the continuum of options is remediation of existing academic, social, or emotional problems and prevention of more severe problems. If teaching interventions as described in the previous paragraph are not working, in addition to more intensified instruction methods, then the teacher shall suggest that leadership seek further assistance from school counselors, social workers and others to ensure that the social, emotional and behavioral needs of struggling students are addressed. All aspects of intervention are informed and must align with the tenets of the Sanctuary Model.

In addition, CMCCS, in conjunction with Cardinal McCloskey Community Services ("CMCS") offers the following Wraparound Services either directly or through appropriate referrals:

- assessments of students;
- case management, with CMCS coordinating the identification and delivery of services and resources to address student needs including family counseling and mental health counseling;
- Health Home Care Management for eligible students;
- support for all students undergoing significant changes in their home environments;
- emergency and crisis clinical support; and
- supportive services (e.g. psychotherapy, advocacy and group supports)

The goal of these services is to address social, emotional, developmental, family, and trauma related issues that can impact a student's academic performance.



Sometimes families are unaware of the types of services that are available and the positive value that they offer to students and their families. CMCS will offer free consultations to families of CMCCS to determine what support service would be beneficial to the families. The consultation plans will be reviewed by the team and the Principal to ensure that the goals of any consultation are carried out. The consent of the parents/guardians shall be required and retained by the School in accordance with the appropriate privacy policies.

Students who are in foster care, which may make up a significant portion of the School, will normally have supportive and rehabilitative services available to them.

In addition to the Wraparound Services provided by CMCS, the School has access to or will be providing:

- DOE occupational therapy, physical therapy, and speech therapy;
- Busing as set forth by DOE guidelines;
- Extended school days for enrichment, homework help, reading practice, and therapy;
- A positive trauma-informed culture that is a safe, non-violent, inclusive, and emotionally intelligent, as dictated by the Sanctuary Model®; and
- An organized structured path for our students to master phonetic reading, skill building, and the foundations of mathematics building blocks, as provided by the EngageNY and Preventing Academic Failure programs.

Teachers, the ICST, and administrators will identify and incorporate the services or help that will help students excel academically. Each student's plan shall be evaluated on an annual basis or more often, as required.

The overall effectiveness of the GSPs, the functioning of the ICST teams, and the Wraparound Services shall be reported to the Board of Trustees by the Principal on a monthly basis.

The overall effectiveness of the services outlined herein provided by CMCS shall be reported to the Board of Trustees by the Principal and, separately, by CMCS semi-annually.

The Board of Trustees is committed to reviewing these reports and making appropriate suggestions to the Principal that will benefit each and every student.

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